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ABSTRACT

Project VIII is an innovative behavioral science oriented educational program, funded under Title VIII Elementary Secondary Education Act, designed to attack the personal, social, and educational problems of children whose previous record of school failure and frustration has indicated high dropout potential. The program is operated as a consortium involving the Paducah Public Schools, Louisville Public Schools, Murray State University, and the University of Louisville. Project VIII contains three major components and a management system: (1) a classroom intensive unit program providing highly specialized learning processes plus motivation and personal adjustment activities; (2) two project staff members providing extensive training for regular classroom teachers of the target area schools in Paducah and Louisville in order to modify their behaviors toward creating a more positive classroom atmosphere; and, (3) a home-school program involving the parents in many school activities. Four home-school coordinators and two assistants work full time to help parents understand their children's behavior and to help in the development of better parent-child relationships. [Due to the quality of the original, parts of this document will not be sharply legible when reproduced.] (Author/JM)

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FINAL EVALUATION REPORT

PADUCAH–LOUISVILLE CONSORTIUM

Project VIII

Focus on Dropouts . . . A New Design

A Title VIII Dropout Prevention Program
under the provisions of Public Law 90-247
Grant Number OEG-0 9 27001-3417

UD 012357

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July, 1971

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LOCALE AND SCHOOL SYSTEM

LOCALE AND SCHOOL SYSTEMS

The city of Paducah, Kentucky, is located on the Ohio River 30 miles east of the confluence of the Mississippi and Ohio Rivers. The community, founded in 1824, is the oldest in the area and has been very stable in its developmental characteristics. The present population of 31,627 represents a 7% decrease in the past ten years, but Paducah remains the fifth largest city in Kentucky. Paducah reveals an active urban renewal plan and has been outstandingly successful in the various steps toward complete desegregation of public facilities and school programs.

Paducah Public Schools have an enrollment of 6,013, 77% are white and 23% are black; and 30% are from families with annual incomes of $3000.00 or less. Project VIII began as a pilot project at the junior high level in Paducah in the school year 1968-69. The program was expanded with the influx of E.S.E.A. Title VIII funds and is operating as a consortium involving the Paducah Public Schools, Louisville Public Schools, the University of Louisville, and Murray State University. *Six schools have been identified as target area schools with a total population of 3,588; 66% are white and 34% are black, and 46% are from families with annual incomes of $3000.00 or less.

Louisville, with a population of 389,044, is the largest city in the state of Kentucky. The city lies on the Ohio River, which forms the northern boundary of Kentucky.

* (Tilghman High School, Jetton Junior High (Annex) and Whiteside, Clay, Cooper and Northside elementary schools. Cooper Elementary housed all students in the four schools identified as potential dropouts.)

The Louisville School District has 54,425 students, 54% are white and 46% are black; and 24% are from families with annual incomes of $3000.00 or less. For operations in the school year 1970-71 three schools were chosen as target area schools; Tingley Elementary, Manly Junior High and Male High School. The target area schools have a population of 2,951.

The present conditions of the Louisville School District are mute testimony to the plight of big cities throughout the country. The Louisville school administration acknowledges that traditional educational approaches are not proving effective in coping with their inner-city problems. Consequently, the Louisville School District is presently initiating a series of programs, Project VIII being the first, designed to bring about major changes in educational structure, program and processes.

PROJECT OVERVIEW

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Project VIII is an innovative behavioral science oriented educational program designed to attack the personal, social and educational problems of children whose previous record of school failure and frustration has indicated high dropout potential. The program is operated as a consortium involving the Paducah Public Schools, Louisville Public Schools, Murray State University and the University of Louisville. The consortium enables one design to test the project in both a large urban and smaller city setting. Project VIII contains three major components and a management system.

Component I

A classroom intensive unit program provides highly specialized learning processes plus motivation and personal adjustment activities. The Louisville and Paducah systems have two and three elementary classroom units, respectively; three and five junior high units, respectively; and one high school unit each. In the elementary school students are in self-contained classroom units; in the junior high level they spend a four-hour block in project classes; in the high school they work with individualized instruction programs.

Component II

Two project staff members provide extensive training for regular classroom teachers of the target area schools in Paducah and Louisville in order to modify their behaviors toward creating a more positive classroom atmosphere. In-service training sessions are held on released time during the school day or after school throughout the school year and during the summer.

Component III

A home-school program involves the parents in many school activities. Four home-school coordinators and two assistants work full time to help parents understand their childrens' behavior and to help in the development of better parent-child relationships. In addition to visiting in the homes and conducting group meetings for the parents, these staff members work with community agencies which assist the students.

Management System

The management program emphasizes the development of individual and group skills and understanding through extensive involvement and interaction. The system provides for effective and efficient means for controlling the time and resources for the project in order to meet its goals and objectives.

INFORMAL PROJECT EVALUATION

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The Paducah-Louisville Consortium during the second full year of operation under the auspices of Title VIII of the Elementary Secondary Education Act served 6,539 school children in the target area schools of Paducah and Louisville, Kentucky. The Federal grant for the 1970-71 operational year was $447,000.00.

A very high degree of concentration was expended on 250 identified school children in 15 classroom intensive units during the 1970-71 school year. These units provided highly specialized learning processes, motivation and personal adjustment activities to students who because of certain academic and behavioral problems have not experienced success in a traditional classroom setting.

A significant aspect of staff utilization is found in the two-member teaching team of the intensive units. The team approach enabled one teacher to instruct while the assistant teacher observed the children and watched for those having difficulties in understanding or those who might be creating problem situations.

The intensive unit instructors were thoroughly schooled in affective teacher training designed to change their behavior with students in pre-service and in-service programs. The teachers learned specific techniques for providing success experiences designed to build the student's confidence and self-image. Teachers learned to apply problem solving processes to classroom difficulties and group dynamic processes. Flanders-Amidon System of Interaction Analysis was studied to aid in the understanding of the pupil-teacher relationships. Training was also provided to assist the intensive unit instructors in developing behavioral objectives for their weekly instructional plans.

In the junior high intensive units, students were assigned to the project for a four-hour block. During the remaining two hours of the school day they were assigned to regular junior high classes in physical education, music or art programs. In this way these students were allowed to become a part of the regular school program and to associate with other pupils in the student body. Teachers at the junior high level were in contact with the pupils for this four-hour block thus allowing a minimum of two hours daily for individual and staff planning, team discussion of pupil problems, selection of individualized materials and the required home visitations.

The elementary intensive units also utilized the team approach for students in the fourth, fifth and sixth grades. The organizational format for the elementary units again reflects a higher individualized learning environment. In most cases the children had a portion of their day in physical education, arts and crafts, and music classes. The elementary units used numerous types of reading materials of interest to the pupils. Although the elementary teachers did not have ample time for daily critiquing and planning, appropriate redesigns were made by the teachers with minimum difficulty.

Only one senior high intensive unit operated the full school year. Students were admitted for one or two hours per day for individually prescribed instruction in areas according to their specific needs.

An outdoor education program was conducted for the Project VIII students in Paducah at the Land Between the Lakes National Education Center.

Situated on a small point jutting out into Lake Barkley, the site has been developed by TVA for use by school systems throughout the United States to provide learning experiences in the following areas:

(1) plant ecology

(2) animal ecology

(3) local and regional history

(4) geology and topography

(5) conversation and nature appreciation

(6) language arts

(7) nature art

(8) mathematics

(9) map and compass reading

"A bond of trust, a touch of love, a period of outdoor, indoor, everywhere education. This is what we shared," reported one intensive unit teacher. A teacher assistant revealed, "The opportunity to live in the dorms, was great and gave us a chance to know one another better."

Research and the past two years experience in Project VIII confirmed the belief that students are physical learners. The students demonstrated conclusively that they are willing to become involved when classroom activities are flexible and are directed toward practical application. To meet these needs an arts and crafts program was implemented and served the elementary and junior high students in Paducah. The elementary students attended the lab twice a week for two hour blocks. With the use of flexible-modular scheduling, the junior high students attended the lab during the four-hour academic block. The program was staffed by an industrial arts teacher and a teacher assistant.

Experiences were limited only to the imagination and creativity of the students and staff. Some of the areas explored included:

(1) Plastics

(2) Art Metal

(3) Wood Working

(4) Designing

(5) Leather Crafts

(6) Metal Enameling

A curriculum specialist worked with the intensive unit teachers in planning and coordinating a continuous program of activities in the cognitive, affective and psychomotor domains of all curricular areas. The intensive unit teachers planned individually and/or in groups with the curriculum specialist and submitted weekly instructional plans which were evaluated by instrumentation (Lesson Plan Checklist) and room visitations. The curriculum specialist also monitored the process of Flanders Interaction Analysis. Audio tapes were submitted bi-monthly, and analyzation and computation was accomplished by the computer - services center which returned the print-outs to each teacher.

One counselor was employed in Paducah and worked primarily in the junior high school intensive unit. Both Paducah and Louisville had an intensive unit coordinator charged with the responsibility of planning and coordinating all units at the elementary, junior high and senior high levels.

The intensive unit procedures and activities were much the same in both the Paducah and Louisville programs. Therefore the same evaluation and management designs were utilized and formal evaluation of the intensive units can be noted in the "Summary Analysis."

Another major area of concentration was the preventive or staff development component. Three hundred and fifteen school personnel have been involved in programs initiated and/or monitored by the preventive component. The philosophy of Project VIII contends that teaching is what the teacher does. To change teaching means that the teacher himself must, in some respects at least, change, and only the teacher can change the teacher.

Not all changes are equally possible or equally desirable. The most appropriate changes for any teacher are toward improved ability to cope with the problems of educating children--that is, of giving instruction more creatively and more realistically.

Coping with a situation is actually coping with one's self in a situation, and more precisely, it is coping with one's feeling as he interacts in a situation. This may be done in a number of ways. The teacher can pretend,against all evidence, that certain feelings do not exist. He can deny the feelings of inadequacy with respect to his rapport with children or, he can recognize the feelings, try to understand them, and then consciously set about to acquire the information, emotional orientation, or skill required to do better next time, to feel more satisfied with his improved operation.

The changes that a teacher can be motivated to produce through the preventive program are the ones he wants and which are not surrounded by feelings of threat, coercion, fear, or blocking emotions. These appropriate, desirable changes differ from one teacher to another. The training objectives for each should be formulated from interpretations of feelings he is aware of in the classroom.

Since interpretation of one's feelings is a personal matter, it is clear that, for training to succeed, the teacher must be deeply involved in it; training for the total creative art of educating children is not a matter of gimmicks of superficial knowledge--it is a matter of integrated changes within one's total self.

The preventive component was designed for the total school staff of the target area schools in Paducah and Louisville. A staff of counselor-coordinators presented a helping relationship with the teachers in the inner-city schools throughout the year. The mode of work with the teachers varied from activities with the total group to work with one individual. Each teacher was given clinical help that evaluated his experience in teaching and helped him to improve his performance. As facilitators, the staff was available and emotionally supportive to all the teachers as they tried new educational processes in the classroom to involve students in the kind of academic effort which would make them productive and successful in classroom activities. The counselor-coordinators provided opportunities for the teachers to develop new patterns of behavior and interpersonal relationships, resulting in changes in the behavior of children so that they will move, in terms of self-awareness and social contribution. toward their potential intellectually and socially.

Preventive pre-service training events and activities for changed staff perceptions and classroom practices were operated during July as follows:

HUMAN POTENTIAL July 13, 14, 15

A three day seminar founded on the conviction that something is right with the student-thus the achievement motivation process focuses primarily on what the student has going for him.

To do this the seminar elicited individual discovery and immediate group reinforcement of the personal strengths, resources and success experiences of each teacher participant, who in turn, learned how to conduct Human Potential Seminars with his students.

EDUCATIONAL OBJECTIVES, July 16 and 17

This two day lab familiarized teachers with how to state teaching aims in terms of verifiable student behavior which is to be learned.

PROBLEM SOLVING AND TEAMWORK SKILLS, July 20, 21, 22

The goal of this three day lab was to learn a systematic method of problem solving for the classroom and effective teacher responses so as to develop for every child stronger motivation, higher achievement, and socially productive behavior.

INTERACTION ANALYSIS, July 23 and 24

A two day lab explored techniques that teachers can use to become more aware of their verbal instructional behavior in the classroom and to provide insight into teaching patterns that can be identified through interpretation and analysis of the matrices utilized in the system of interaction analysis.

COMMUNICATION SKILLS, July 27-31

The lab was an outgrowth of activities conducted by the Northwest Regional Educational Laboratory and explored basic skills for interpersonal communication including skills in understanding each person with emphasis on relating these skills to the interaction between the teacher and the pupils in the classroom.

The on-going or in-service training programs were concerned with the correlation of teacher behavior and student learning because a relationship exists between certain patterns of teaching behavior and what students learn.

Research evidence is not available to enable prediction that a particular set of practices will likely produce a given result with students. However, some generally positive relationships can be described which are useful for the teachers interested in self-improvement.

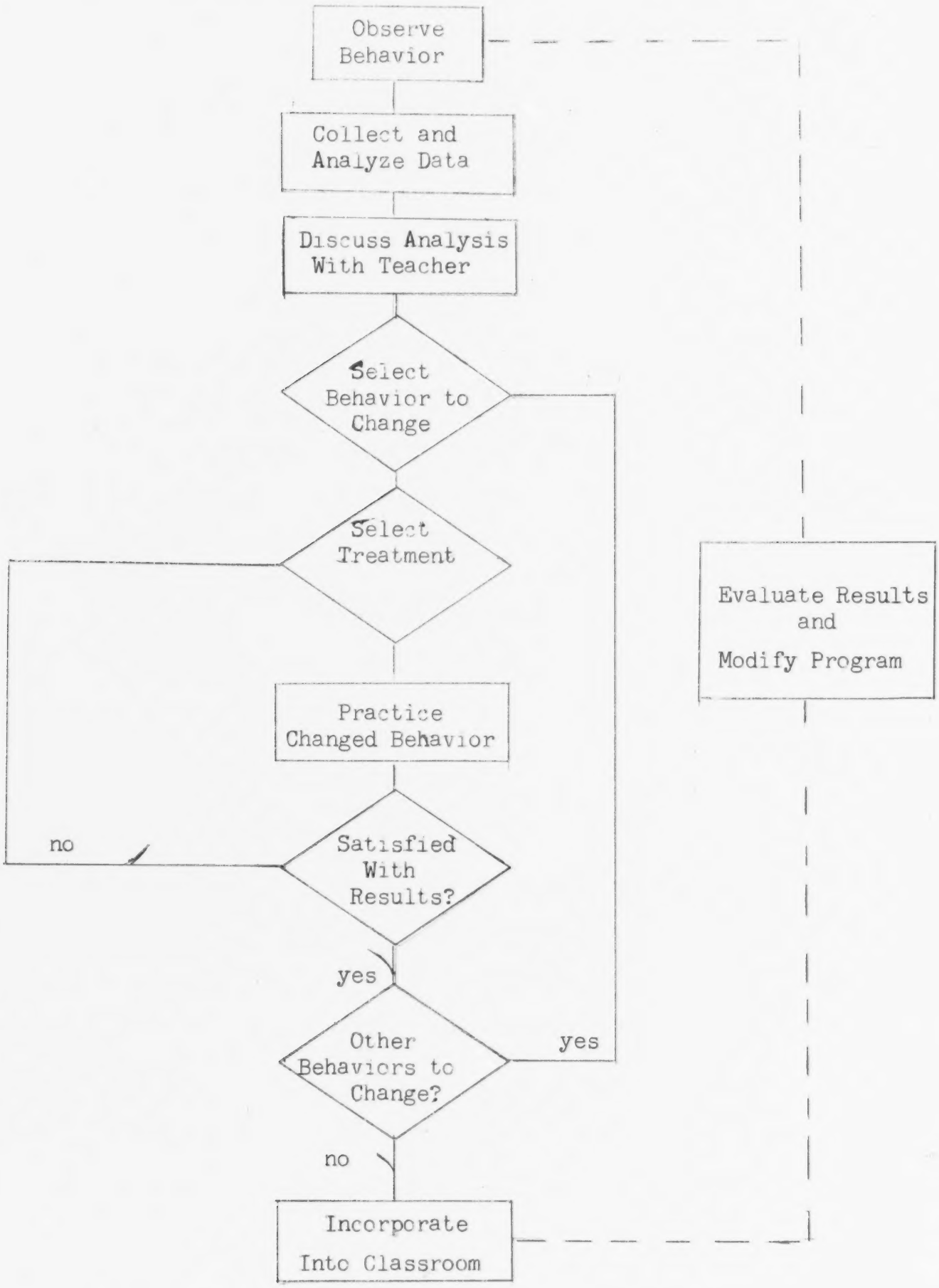
The purpose in examining teacher behaviors is not to find "ideal" teacher behaviors but to help teachers to: (1) become more aware of what they actually do as they work with students; (2) discover for themselves the effects of their behavior on student learning; (3) find ways to develop some new approaches, new behaviors, which will be more effective in attaining their own goals; (4) and learn the use of various techniques which will be helpful in their continuing analysis of their own teaching behavior. The on-the-job inservice training was a process of self-examination, self-evaluation and self-directiveness.

The self-examination and self-evaluation were accomplished by the teacher and training personnel analyzing the feedback from the Style of Teaching Inventory by William Roggee and from audio tapes of regular classroom sessions tallied by the Flanders-Amidon Interaction Analysis System.

By this method each teacher decided the areas in which he wanted to improve and practice. The General Learning Corporation Skills were presented and teachers chose the skills they wanted to try to implement in their classes.

After practicing and trying some of the new skills the Interaction Analysis process was repeated. The feedback from the Analysis was discussed in one to one conferences. A flow chart is presented outlining the process used in the training programs.

MODEL FOR INDIVIDUALIZING INSERVICE EDUCATION



In Paducah during the second semester, a Communication Skills workshop was held for 41 teachers, related school personnel, and administrators. The workshop met for 6 sessions during a 12 week period.

Although it is very difficult, if not impossible, to measure the effectiveness of these training programs in the affective domain, staff training in these areas are a very integral part of the total program for dropout prevention. Please note summary analysis for formal evaluation of the staff training performance objectives.

The third major component of Project VIII was the H me-School Programs. Since the child is a product of his home environment, parent involvement is an essential ingredient in the education process. Parent-involvement is necessary since the child's concept of school is a direct result of the parent's perceptions. Parents may value an education for their children but fail to see the school system as a means to this end. It is vital that parents be given full knowledge of the project, its programs, and goals so they will see the school as the avenue to an education.

The Home School Coordinators maintained a continuous coordination with project parents concerning the children's attendance, academic and social progress. In the event of particularly difficult behavior situation, the coordinators assisted in immediately involving the parents with the problem solution. The coordinators assisted project parents in utilization of other community agency services and resources when needed.

The Home-School Coordinators arranged sessions in which parents had an opportunity to discuss their procedures and concerns about children with the help of the project staff. Some of the programs were designed to orient parents about the objectives of the project and specific processes being used to work with the project pupils. Programs were presented in an attempt to give help to parents toward a better understanding of how they can more effectively relate to their children and provide a more positive and constructive home environment.

A cross-age tutoring program was initiated involving eight ninth grade students who were selected by the Annex teachers to tutor younger students.

They were given in-service training in relating constructively to students. These older students worked with the seventh grade class for one month on reading and math skills on a one-to-one basis or with two or three students at a time.

Six of the older students volunteered to tutor selected fourth grade students who needed individualized instruction in reading.

Using trained older children to help younger ones as a part of a planned curriculum provides one possible answer to the perplexing questions of how to: (1) individualize instruction, (2) motivate unmotivated students, (3) improve the self-image of students who feel useful in helping, and (4) improve skills of the younger child being helped.

Evaluation of the Cross-Age Tutoring revealed the following:

1. Students responded readily to in-service training in relating constructively to younger students.
2. Students rapidly gain competence in techniques of encouraging the younger students.
3. Students acted as links between the younger students and the adult authority figure.
4. Students offered friendship opportunities within the peer culture.
5. Students learned skills in assuming responsibility.
6. Students discovered alternative ways of being influential other than coercion or rebellion.
7. Students internalized learning in the the teaching process.
8. The younger students responded positively to the direction and help of the older student.
9. The younger students showed academic improvement.
10. The younger students made a greater effort in classwork and exhibited better behavior.

The Home-School Coordinators in Paducah held a Human Potential Seminar for children at Jackson Elementary School. There were 17 sessions in 7 consecutive weeks involving 17 children from ages 8 through 12. The Purpose of the seminar was to help children:

1. Identify and use strengths
2. Discover latent potential
3. Begin to explore their value system
4. Learn to set goals for themselves
5. Look at their accomplishments
6. Introduce them to problem solving techniques
7. Learn to control and guide themselves
8. Have experience in expressing themselves
9. Practice listening

Evaluation revealed a gain in self-concept and a regression involving student attitude toward group participation. Observations recorded included the following: elementary children function better in like sex groups, and sessions should include various related action-oriented activities to reinforce the experiences.

A poll of the Jetton (target school) student body conducted by the counselor revealed over 60 students were actively interested in a guitar class. Through the efforts of the Home-School Component personnel, professional instructors were contracted, necessary materials secured, and four classes were scheduled. Major objectives for the program are as follows:

1. Provide an opportunity to learn basic guitar playing
2. Provide a physical outlet in a socially acceptable atmosphere
3. Insure a leisure time activity that would provide pleasure to a group or an individual.

4. Provide opportunities to contribute in a group for personal growth and group unity.

5. Provide opportunities for stimulating creativity.

6. Provide exposure for a life-time career.

Discipline problems were a minimumized through peer pressure and group unity. Over half of the students learned to play at least one simple song with varying degrees of skill. Greatest creativity was shown by a group of seven boys enrolled in the intensive unit (potential dropouts) program. The group of boys learned to compose songs and change chords easily. The interest of many students was aroused.

Slimnastics was offered at Cooper School. The primary objective for the class in slimnastics was to offer the facilities of the school to adults to work together to improve themselves mentally, emotionally, physically and socially. Objectives in physical change were body toning, agility, coordination, balance, endurance and slimming in connection with diet. Women were initially attracted to the class because they wanted to lose weight but found that they not only lost weight but changed their outlook on life. Average attendance was 30.

The Saturday Romp Program utilized school facilities and recreational personnel to foster a healthier relationship between the student and the school. Two target area school buildings, Northside Elementary and E. W. Whiteside Elementary were used. Volunteers, assisted by one male instructor, worked at each center.

Many children do not have the opportunity to play with sophisticated sports equipment at home, to make crafts and to express themselves in low organized sports in pleasant surroundings.

The main objective of the program was to have the children come to the school to enjoy leisurely wholesome activities on Saturday.

Saturday Romp activities were as follows:

1. balls for play
2. mats for tumbling
3. crafts to make
4. free play on equipment
5. free choice for all children
6. co-ordination and body skills
7. sportsmanship and responsibility

The staff met with the children after each session to talk about the activities the children liked or did not like, and the activities the children would prefer for the following Saturday. Average attendance for the Saturday sessions was 110 children for both schools.

The link between home and school is becoming increasingly popular in educational programs. The evaluation designs of the Home-School Component reflect a quantity evaluation instead of a more meaningful quality evaluation. Ascertaining the significance of these activities to student attendance and/or achievement is difficult, but it is increasingly apparent that these programs are essential and need to be strengthened.

The U. S. Office of Education recommends that representatives of all segments of the community be involved in the development and operations of projects and requires that formal Dropout Prevention Community Council be established for each project.

Paducah selected 34 members and Louisville selected 27 adults and 10 students members to serve on their respective Community Advisory Councils.

The functions of the councils were to work with development of project policy, involve people in the community in the total project, review proposals, suggest program changes, and assist in dissemination of information throughout the community. The Paducah and Louisville Councils have met a total of ten times.

A half-time dissemination specialist was employed to plan and coordinate tours of the project for those persons wishing to visit and study the program operation. In addition, the dissemination specialist was responsible for all project news releases and writing, designing, pamphlets, brochures, and newsletter for mailing to persons interested in learning about the program. All dissemination activities conducted throughout the project year were efficient and very professional.

Several people have visited the Paducah-Louisville Consortium this year. Dr. Carl Rogers, Resident Fellow, Center for Studies of the Person, LaJolla, California, had the following comments in a communique to the Board of Education, Louisville, Kentucky:

> "I was particularly pleased that the opportunity to visit a classroom of Project VIII was given me, a project designed to assist the learning of potential drop-outs. This program has already been in operation for a year and is now running smoothly. When I visited one of the classes, it was very hard indeed to realize that the children in the group are composed of the most difficult, and even incorrigible, students in the system. I never would have guessed from their behavior. The class was quiet. Small groups of students were working intently on different kinds of problems. When I was there a teacher was showing pamphlets to a boy, telling him the contents quality of each pamphlet. He was, in other words, doing his job in providing the resources for learning. Suddenly, the boy said, "I want to take that one home." I asked him later to show me the pamphlet he had chosen. It was a pamphlet on astronomy - the relation of the earth to the sun, the moon, the planets; a quite technical but well illustrated pamphlet. Here was an instance of the responsible, personally initiated learning which the whole program leans toward. I looked at this boy and thought, "This is an incorrigible youngster?" It is obvious that he was becoming a learning student. I felt a certain degree of awe at the change which must have taken place in him.
>
> In the same class a boy and girl were working on a science problem. They were confused. They called out. "Hey, Charlie, come here. Tell us what you do with number 2." Charlie, another student, came over and explained to them the issue about which they were confused. I thought that this is the best of all possible learning. The climate of the classroom had permitted them to admit their ignorance. The informal atmosphere had permitted them to call for the help of a fellow student. There was an equally informal relationship with the teacher, with the intern, with the paraprofessional. I feel certain that as the Focus and Impact schools settle into their new program they will increasingly resemble the classrooms of Project VIII which is trying to implement the same general approach.
>
> I found the same thing to be true in the elementary school which began this facilitation of learning more than a year ago. Things are running very smoothly; students are working on their own. The principal said it was truly inspiring to see the students on their own initiative going to the library all day long, sometimes working there, sometimes taking books out, sometimes getting advice on the best resources, but learning because they found it exciting to learn."

The Paducah-Louisville Consortium, in the opinion of the evaluator has made more than acceptable progress in operational processes. Most objectives were successfully attained.

The problem areas of the program appear to be management oriented. Despite a prolific study recorded in the original proposal submitted to the U.S. Office of Education dated May, 1969, concerning resistance to change, the problem still exists. Of course, this is not an uncommon problem for programs of this nature and is certainly a two-fold problem in the Local Education Agency.

Institutional change is a massive task and a frustrating endeavor at times. Documenting the mechanisms of institutional change through management process must begin if the project is to realize when the institution is moving. The program has made strides toward a design for a management system, and there now appears to be at least an understanding of management's role.

As the project is being integrated into the total school system, the next level of management sophistication should include a formal system defining goals, functions, major work activities, flow charts, time lines, commitments and personal responsibilities. This system-analysis approach to management would reduce resistance and would in fact allow the educational manager insight into institutional change.

An analysis of the dropout rate for the schools* directly involved with the Paducah-Louisville Consortium during the first year of operation under Title VIII of the Elementary Secondary Education Act (the school year 1969-70) yields 5.2% in Paducah and 3.18% in Louisville. An analogy of these same schools for the operational year 1970-71, the second full year under the auspices of Title VIII, reveals 4.5 % in Paducah and 2.6% in Louisville.

Formulae presented in the original proposal were utilized in computing the dropout rates. (See Tables 1, 2, 3, and 4) In assessing a school dropout, U.S.O.E. Guidelines and Kentucky's withdrawal code were employed. These guidelines and codes for dropouts include:

1. A pupil discharged
2. A pupil who became 16 and dropped out
3. A pupil excused from school because of marriage
4. A pupil excused from school because of mental or physical disability

* Paducah-Tilghman High School and Jetton Junior High, Louisville-Manly Junior High

SUMMARY ANALYSIS
OF
PROGRAM OBJECTIVES

PROGRAM OBJECTIVES

The overall program objectives for the year which were implicit but not explicit were to reduce the dropout rate, increase the attendance and decrease the number of suspensions in the target schools.

*In 1969-70, the target schools were Tilghman High, Jetton Junior High and Cooper, Whiteside, Northside and Clay Elementary Schools in Paducah (all the elementary participants were housed in Cooper) and Manly Junior High in Louisville. In 1970-71, the Paducah target schools were the same while Louisville added Tingley Elementary and Male High Schools.**

Tables 1, 2, 3 and 4 summarize the dropout rate in 1969-70 and 1970-71. An observation of Tables 1 and 2 reveals that in Paducah in 1969-70, in grades 7-12, 114 students dropped out of school; while in 1970-71 in the same grades only 97 students dropped out. The rate was reduced from 5.2% to 4.5%. In 1969-70, in grades 9-12, 109 students dropped out; while in 1970-71 only 90 students dropped out. The rate was reduced from 6.4% to 5.5%.

*An observation of Tables 3 and 4 reveals that in Louisville in 1969-70, in grades 7-12, 253 students dropped out of school; while in 1970-71 in the same grades 271 students dropped out of school. The dropout rate increased slightly from 10.7% to 10.8%. In 1969-70, in grades 9-12, 249 students dropped out; while in 1970-71, 269 students dropped out. The increase was from 14.0% to 14.1%. A closer observation reveals that in Manly Junior High 25 students dropped out in 1969-70 and 24 dropped out in 1970-71.**

Table 5 summarizes the attendance rate in the target schools in 1969-70 and 1970-71. In Paducah, in two of the three schools which housed project students the attendance level increased. At Cooper Elementary in 1969-70 the average attendance was 93.9% in 1970-71 the attendance was 94.7%. At Jetton Junior High in 1969-70, the attendance was 93.9% and in 1970-71 it increased to 94.3%. In 1969-70 at Tilghman High School, the average attendance was 94.2% and in 1970-71 it was 93.5%.

In Louisville, the attendance rate at Tingley Elementary increased from 89.9% in 1969-70 to 90.1% in 1970-71. The attendance at Manly Junior High decreased from 86.4% in 1969-70 to 85.5% in 1970-71. The attendance at Male High School decreased from 83.9% in 1969-70 to 81.6% in 1970-71.

Three of the six target schools increased the attendance rate. The attendance rate in both elementary schools, Cooper and Tingley, increased.

Table 6 reveals that in 1969-70 and 1970-71 in Paducah the number of students suspended at the junior high level was reduced from 22 to 18; while at the senior high level the number increased from 57 to 128. The high school principal attributed the increase to better documentation of suspensions rather than to an actual increase.

In Louisville the number of suspensions at the junior high level were reduced from 239 to 203 and at the senior high level from 29 to 27.

**An observation of the dropout rate in other Louisville high schools reveals an increase.*

INSTRUCTION- COMPONENT I

Component Objective

Given a constant classroom atmosphere that provides acceptance, praise, encouragement and allowance for student interactions, students will adopt a more positive view of self, others and school which in turn will bring about a positive gain in achievement in reading and math.

Product Objectives

I. At least fifty percent of the students* will improve their concept of self, others and school as measured by a .05 gain on the self concept scale, by a significant gain on the "House-Tree-Person" and a significant gain on the "Behavioral Checklist."

To assess the efforts of the program on the students' self-concept three instruments were used. The "How I See Myself Scale" was developed by Ira Gordon at the University of Florida over a period of ten years 1958-68. This scale assesses attitudes toward school, peers, physical body and one's own emotions. A "Behavioral Checklist" evolved from appropriate and inappropriate student behaviors observed by teachers and assistant teachers in the intensive units. The "House-Tree-Person" is a projective test used by psychologists. **

Teacher-assistants were trained as observers for the "Behavioral Checklist" through scoring video-taped classes. An interobserver correlation of behavior observation using the checklist yielded a reliability coefficient of .84. The "How I See Myself" was administered by the teachers and scored on the computer. The "House-Tree-Person" was scored by the school psychologists.

Of those students showing improvement within the intensive units, the Paducah students met the criterion for all measurements. The average percentage of all students who improved when compared to those who showed no improvement, or regressed was 50% (Louisville, 43%; Paducah, 60%). Of those improving, both Louisville and Paducah student showed a significant change at the .001 level of significance. Table 8 in the statistical charts section of this report summarizes these findings in terms of evaluation tool (test), target area (school), number of students showing improvement, percentage of students showing improvement when compared to the total enrollment, statistical value for determining significance, and level of significance.

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*In Paducah 65 students were identified at the tenth grade level and were placed in the classroom at the high school which was designated for individualized instruction. Three teachers and one aide worked with them for an hour and sometimes two hours each day. The teachers had been trained to use humanistic techniques. Two teachers resigned at the end of the first semester and were replaced by teachers who had received no special training. At that time the decision was made by the director and principal not to include the tenth grade in the evaluation. Male High data was incomplete and could not be used.

**See Appendices A, B and C.

2. At least fifty percent of the students will gain an average of at least one year's (GPL) achievement in reading and math as measured by the "Comprehensive Test of Basic Skills" and the "Gates-MacGinitie."

The "Gates-MacGinitie" was administered to groups according to directions and scored by a reading specialist. The "Comprehensive Test of Basic Skills" was administered over the inter-com at the junior and senior high schools and by the teachers in the elementary schools. The test was coordinated by representatives from the American Institutes for Research which is monitoring the Paducah-Louisville Consortium as part of a longitudinal study for the U.S. Office of Education and scored by the California Test Bureau.

A combination of values from both the CTBS and G-M shows that neither the Louisville nor Paducah units met the 50% student's gain of a least one year in reading and math. The Paducah unit achieved this level on the CTBS with 53% of its students showing such a gain, but did not reach the objective on the Gates-MacGinitie. Composite mean average gains of those students meeting the one year criterion show Louisville averaged I.9 (one year, nine months); Paducah, I.7 (one year, seven months). Table 9 in the statistical charts summarizes these findings and shows the project area, evaluation tool (test), number of students from the total enrollment having obtained a grade point level of at least one year, percentage of the students achieving the one year gain when compared with the total enrollment, and composite mean average gain value for those students gaining at least one year. Tables I0 and II show CTBS standard scores for the Louisville and Paducah units grade by grade, including computed t-test values for determining levels of significance concerning the contribution of the school programs.

Process Objectives

I. The teacher will exhibit acceptance, encouragement and allowance for student interaction as measured in terms of indirect teacher acceptance by an I.D. ratio of .6 or better as measured by the Flanders' Interaction Analysis System.

The intensive unit teachers submitted audio tapes of I0-I5 minutes duration bi-monthly. (Tables I4, I5, I6, I7.). The tapes were analyzed by the in-service trainers and the computation of the I.D. ratio was accomplished by the Computer Service Center which returned a print-out to each teacher.*

The mean average of all the Louisville teachers' I.D. ratio values involved in the intensive unit is .64, the mean average for the Paducah teachers is .79. Table 7 in the statistical charts section of this report summarizes these findings and shows the number of teachers involved, average ratio values for all teachers (those achieving the .6 ratio level plus those not) and per cent of the total teaching staff having achieved the .6 ratio expectancy.

Computation of cumulative grade indirect/direct interaction shows that 83% of the Louisville intensive unit teachers (only one teacher did not meet the objective) met or exceeded the .6 level, whereas I00% of the Paducah teachers achieved this goal. Findings are summarized in Table 7.

*One teacher was late submitting tapes, but they were included.

Process Objective

2. The teachers will plan individually and/or in groups and submit lesson plans weekly (Mondays) rating 3.5 or better as measured by the "Lesson Plan Checklist."

The "Lesson Plan Checklist" was developed locally and approved by the auditors. It was introduced into the evaluation design in January, 1971. Prior to that time, lesson plans were submitted weekly and reviewed but there was not a systematic evaluation. See Appendix D.

Tabulation of "Lesson Plan Checklists" for each teacher involved in the intensive units throughout the project year yielded data for both Louisville and Paducah useful in evaluating the extent of lesson preparation. Mean averages for both units show no significant difference between Louisville and Paducah. The average value (the range of values on the checklist is from missing to excellent with five possible values) for Louisville is 4.31; for Paducah, 4.30. This objective was met.

STAFF DEVELOPMENT - COMPONENT II

Component Objective

Provided with opportunities to help teachers change their teaching behaviors to be non-directive (stimulating, flexible, encouraging) in classrooms, classroom teachers will acquire non-directive teaching techniques in their interaction with students.

Product Objectives

1. By the end of the training period, at least 75% of the teachers involved in the intensive training programs will demonstrate non-directive teaching style with an I/D ratio of .6 or better as measured by the Flanders' Interaction Analysis System.

   Computation of the data revealed that 85% of the teachers involved in the intensive training programs exhibited an I/D ratio of .6 or better as measured by the Flanders' Interaction Analysis System. Table I9 in the statistical charts section of this report summarizes the findings.

   The inservice leaders, evaluator, project director and auditors agreed that this instrument was a better monitoring device than an evaluation instrument; a better evaluation instrument is not available at this time.

2. By the end of the inservice training for the general staff, at least 75% of the personnel involved will exhibit positive attitudes toward the behavioristic techniques as measured by a score of 2I points or more on the "Teacher Training Questionnaire" or by positive scores on other evaluative instruments.

   The instruments for assessing the effectiveness of these training programs were developed locally.

   Ninety-five percent (95%) of the participants exhibited positive attitudes toward the behavioristic techniques presented during the inservice training. The objective was met. A complete summary of the evaluation instruments and findings are included in Appendix F.

3. By the end of the project year a majority (5I%) of the students will improve their concept of the teacher involved in the intensive training by at least a .I0 gain on the "Style of Teaching Inventory."

   The "Style of Teaching Inventory" by William Rogge of the Cooperative Educational Research Laboratory was used in assessing this objective. Dr. Rogge reports reliability coefficients (split-half) for the inventory of .90 on comparisons involving 300 teachers. The test reflects how the students perceive the teachers and measures these behaviors - stimulating, flexible and encouraging. The tests were scored by the West Kentucky Data Processing Center and each teacher received a print-out.

   Fifty percent (50%) of the teachers involved in the inservice training programs - with valid pre-post test - demonstrated a ≥.I0 gain on the "Style of Teaching Inventory." (As perceived by 50% of the students). Fifty-six percent (56%) of the teachers became more stimulating, 75 percent (75%) more flexible, and 87 percent (87%) became more

encouraging. Only two teachers demonstrated decreases from pre-test to post-test in all areas. See Appendix G.

4. By the end of the intensive training programs,* at least 75% of the teachers involved will exhibit a positive attitude toward the behavioristic techniques as measured by a score of 2l points or more on the "Teacher-Training Questionnaire."

The instrument for assessing this objective was developed locally and modified at the auditor's suggestions before it was approved by the auditors. There are forty points possible; positive attitude would be a score of a least twenty-one points.

Ninety-seven percent (97%) of the teachers involved in the training met the criteria for this objective. Of the 35 people involved in the training, only one person exhibited a negative attitude. A copy of the questionnaire is in Appendix E.

Process Objectives

1. Project Personnel will provide forty overall training opportunities in the project year (September-May) either in groups or in one-to-one situations for teachers involved in intensive training program as measured by records kept by the Component II staff.

In Paducah 2l teachers enrolled in the first training program from September to January. Project personnel held l3 group training sessions and had l0l individual conferences with in-service leaders. Fifteen teachers participated in the second intensive training program from February to May. Project Personnel held six group meetings and 65 individual conferences with inservice leaders.

In Louisville 26 teachers participated in the training program. Project Personnel held 2l group meetings and had 35 one-to-one conferences.

A one-week training program in "Human Relations" was presented to three groups at Tingley Elementary School. (The trainer resigned during the second semester and a qualified person was not found to replace her.) This objective was met, but is ambiguous.

2. Personnel will provide three weeks or group training opportunities in the summer and during weekends of the project year for volunteers from the general staff as measured by records kept by Component II staff.

The three weeks of summer training consisted of: "Human Potential" July l3, l4, l5; "Educational Objectives" July l6, l7; "Problem Solving and Teamwork Skills" July 20, 2l, 22; "Interaction Analysis" July 23, 24; and "Communication Skills" July 27-3l.

During the school year four teachers participated in six training sessions on "Writing Behavioral Objectives," and 3l teachers participated in six training sessions on "Communication Skills." (See Appendix F for evaluation of the training opportunities.

*The training held throughout the year which included general meetings and one-to-one conferences.

HOME-SCHOOL - COMPONENT III

Component Objective

Provided with opportunities to meet with Project Staff, the parents of the project students will demonstrate new patterns of behavior in interpersonal relationships involving school activities and school personnel as measured by records kept by Component III staff.

Product Objectives

Thirty percent of the parents of intensive unit students will participate in activities initiated by the project staff during the year as measured by records kept by Component III staff.

An analysis of the data revealed that 47% of the parents of intensive unit students in both Paducah and Louisville participated in the activities planned by the Home-School Coordinators. (Some of the activities are described in the Informal Evaluation.)

Process Objectives

1. The Home-School Coordinators will plan and conduct group activities for parental involvement, visit the parents of each elementary and junior high student in the intensive units at least three times during the project year and visit the homes of senior high students for the following reasons: (a) excessive absenteeism, (b) behavior problems, (c) failing grades or (d) request of school personnel or parent as measured by records kept by Component III staff.

   The Home-School Coordinators planned and conducted bi-weekly or monthly sessions to involve the parents. All of the parents of the elementary and junior high students were visited at least three times. The mean average was six home-visits per child. The senior high school students were visited for special reasons.

   The parents of the elementary students were more interested and participated in more school activities than the parents of the junior and senior high school students. This objective was met. Table 20 summarizes the Home-School Coordinators' contacts.

2. Project teachers will visit with parents of each intensive unit student at least twice during the project year as measured by records kept by intensive unit teachers.

   Project teachers made approximately 250 home visits and talked with approximately 80% of the parents. All project teachers did not visit homes of intensive unit students twice during the project year. The chief reasons for not obtaining this objective are:
   (1) Many parents worked during the day when teachers would and could visit.
   (2) Elementary teachers had no free periods, and no time was allotted for visitation during the school day.

   The objective was ambiguous and every visit was not documented.

MANAGEMENT

Overall Objective

Given the program design of project objectives, the project director will be responsible for or will delegate the responsibility for planning, installing, operating, communicating and evaluating the processes and products and implementing changes when the data warrants change.

Specific Management Objectives

1. Given the names and appropriate data on students referred for the program by target-area principals, the coordinator will select students who possess characteristics which would indicate high dropout potential; i.e., high absenteeism and two or more grades behind (GPL) in academic achievement as measured by the "Comprehensive Test of Basic Skills" and attendance records.

   The students selected for the intensive units (grades 4-10) possessed the following characteristics; an average of three years behind in total academic scores on the CTBS (two years and eight months behind in total reading and in total math scores), a self-concept mean below that of the entire school system as measured by the "How I See Myself Scale." (System mean 2.27, Dropout mean 2.10), exhibitied poor attendance (baseline 20 days), exhibited malbehavior (baseline 5 referrals), failure in one or more years of school, a mean intelligence quotient of 96 as measured by the CTMM (baseline 81), 67% of the parents were unemployed or on welfare, 44% of the parents were divorced, separated or widowed. The students selected exhibited high dropout potential. Criteria for the student selection will be more specific next year.

2. Those students selected for the program will rank average (I.Q. 75) or above on an individual I.Q. test and will not exhibit brain damage characteristics as measured by the "WISC," "Bender-Gestalt," and the "House-Tree-Person" as measured by project records.

   Median average intelligence quotients found on the "Wechsler Intelligence Scale for Children" for those students enrolled in the intensive unit were found to exceed the 75 I.Q. cutoff level. For Louisville the average (median) I.Q. was 84; those students in the Paducah unit averaged 88. No students were admitted to either the Louisville or Paducah units who showed definite signs of brain damage. Table 13 in the statistical charts section summarized this data and shows the number of students from each unit, average I.Q., range of I.Q. score (highest I.Q. value minus the lowest I.Q.) and the number of students enrolled in the units having brain damage.

3. Representatives of the four school systems will be involved in bi-monthly planning and evaluating sessions as measured by project records.

   Representatives of all four school systems never met as a group. The objective was not met. Through planning during the summer of 1971 this objective will be met during the 1971-72 school year.

4. All Project VIII staff members will be involved in weekend sharing, planning and evaluating sessions three times during the 1970-71 school year as measured by attendance at meetings.

Two of the three weekend meetings were held during the 1970-71 school year. The first meeting was held at the Land-Between-the-Lakes in October - 68% of the Paducah personnel and 93% of the Louisville personnel attended. The second meeting was held at the Brown Hotel in Louisville - 62% of the Paducah personnel and 100% of the Louisville personnel attended. Due to the change of project schools in Louisville, the third planned meeting was cancelled.

5. There will be an exchange of services between the Louisville and Paducah School systems; i.e., Louisville will offer assistance to Paducah in research and evaluations and Paducah will assist Louisville in teacher training as measured by records of contributions from each system.

Eight Paducah teachers and administrators assisted in the eight-week teacher training program conducted in Louisville during the summer of 1970. Fourteen Louisville teachers and administrators attended a one-week workshop offered by the Paducah Board of Education in August 1970. Paducah teachers, administrators and supervisors have participated in three workshops offered by the Louisville Board of Education during the 1970-71 school year.

Dr. Billie Elliott conducted extensive research in the Shawnee School area (Louisville) which was used in the 1971-72 proposal.

6. The personnel who will implement and participate in new programs will be involved in at least 75% of the planning sessions; i.e., arts and crafts and counseling, as measured by project records.

Two new programs, arts and crafts and counseling, were implemented in Paducah. The personnel involved participated in all of the planning sessions starting with their employment. The elementary and senior high units were implemented in Louisville. Personnel involved participated in all planning sessions conducted after their employment.

7. The supervisory personnel will be involved in weekly or bi-weekly communicating sessions for the purpose of sharing information, anticipating problems and team maintenance as measured by post meeting reaction sheets.

This objective was not met as it is stated. Weekly and bi-weekly meetings were not held with the total staff. Meetings with individuals, supervisors and small groups were held weekly. The post meeting reaction sheet was not appropriate for evaluating these sessions. Monthly meetings will be held next year and a different instrument will be devised for measuring the effectiveness of the sessions.

8. The internal evaluator will plan, coordinate and communicate the evaluation program through the use of a flow chart, written reports and oral presentations which will be measured by questionnaires to teachers, principals, supervisory personnel and external recipients. (The minimal requirements will be established in September.)

The internal evaluator did plan, coordinate and communicate the evaluation program through the use of flow charts, written reports and oral presentations; however, the questionnaire was not devised which would have measured the effectiveness. The need for a different management system was recognized in September and the time and effort were spent devising the new system.

RECOMMENDATIONS

The findings indicate the program was successful in attaining most of its objectives. Based on these findings the following recommendations are made:

- Clearly define the functions of the consortium
- Implement a monthly reporting system
- Hold monthly meetings with all Project VIII personnel, principals and superintendent in each school system
- Employ an assistant evaluator for Louisville
- Hold a workshop for members of the Advisory Council
- Drop the "House-Tree Person" as an evaluative instrument
- Involve students in weekly group counseling sessions
- Focus more effort on finding relevant reading materials
- Seek outside technical assistance for curriculum development
- Seek outside technical assistance for training in Human Relations
- Involve the administrators in staff development
- Devise a better system for evaluating the effectiveness of the Home-School activities
- Drop the Gates-MacGinitie as an evaluative instrument

STATISTICAL TABLES

Table I

Project VIII
ANNUAL DROPOUT RATE

Paducah Public Schools
(1969-70)

Tilghman High - Jetton Junior High

GRADE	MEMBERSHIP BEGINNING	TRANSFERS IN	TRANSFERS OUT	GRADUATES	DEATHS	DROPOUTS		MEMBERSHIP END		ARITHMETIC ACCOUNTABILITY	
2	451	13	16	418	1	29		0		447	
1	487	19	11	------	0	31		464		495	
10	507	22	20	------	0	37		472		509	
9	260	20	18	------	0	12	(Total 109)	250	(Total 1186)	262	(Total 1713)
8	234	15	14	------	0	4		231		235	
7	243	22	29	-------	0	1		235		236	
Total	2182	111	108	-------	1	114		1652		2184	

Calculation:	Grades 7 - 12	Grades 9 - 12
End of year membership	1652	1186
Number of Dropouts:	114	109
Number of Graduates:	418	418
Arithmetic Accountability	2184	1713

Annual Dropout Rate = $\frac{\text{Number of dropouts}}{\text{Arithmetic Accountability}}$ = $\frac{114}{2184}$ = 5.2% $\frac{109}{1713}$ = 6.4%

Table 2

Project VIII
ANNUAL DROPOUT RATE

Paducah Public Schools
(1970-71)

Tilghman High - Jetton Junior High

GRADE	MEMBERSHIP BEGINNING	TRANSFERS IN	TRANSFERS OUT	GRADUATES	DEATHS	DROPOUTS		MEMBERSHIP END		ARITHMETIC ACCOUNTABILITY	
12	448	8	10	423	1	17		5		445	
11	474	18	29	0	1	25		437		462	
10	518	30	31	0	0	39		478		517	
9	233	26	40	0	0	9	(Total 90)	210	(Total 1130)	219	(Total 1643)
8	239	40	47	0	0	6		226		232	
7	205	34	38	0	0	1		200		201	
Total	2117	156	195	423	2	97		1556		2076	

Calculation:	Grades 7-12	Grades 9-12
End of year membership:	1556	1130
Number of Dropouts:	97	90
Number of Graduates:	423	423
Arithmetic Accountability	2076	1643

Annual Dropout Rate = $\frac{\text{Number of dropouts}}{\text{Arithmetic Accountability}}$ = $\frac{97}{2076}$ = 4.5% $\frac{90}{1643}$ = 5.5%

Table 3

Project VIII
ANNUAL DROPOUT RATE

Louisville Public Schools
(1969-70)

Male High School
Manly Junior High School

GRADE	MEMBERSHIP BEGINNING	TRANSFERS IN	TRANSFERS OUT	GRADUATES	DEATHS	DROPOUTS	MEMBERSHIP END	ARITHMETIC ACCOUNTABILITY
12	386	21	47	324	0	6	30	360
11	512	20	30		0	54	448	502
10	519	53	67		0	168	427	595
9	270	32	29		0	21 (Total 249)	302	323 (Total 1032)
8	334	42	44		0	4	303	307
7	309	32	46		0	0	283	283
Total	2,330	200	273	324	0	253	1,793	2,370

Calculation:	Grades 7 - 12	Grades 9 - 12
End of year membership	1793	1207
Number of Dropouts:	253	249
Number of Graduates:	324	324
Arithmetic Accountability	2370	1780

Annual Dropout Rate = $\frac{\text{Number of dropouts}}{\text{Arithmetic Accountability}} = \frac{253}{2370} = 10.7\%$ $\qquad \frac{249}{1780} = 14.0\%$

Table 4

Project VIII
ANNUAL DROPOUT RATE

Louisville Public Schools
(1970-71)

Male High School
Manly Junior High School

GRADE	MEMBERSHIP BEGINNING	TRANSFERS IN	TRANSFERS OUT	GRADUATES	DEATHS	DROPOUTS	MEMBERSHIP END	ARITHMETIC ACCOUNTABILITY
12	479	16	24	358	0	48	76	124
11	436	26	16	2	0	84	356	440
10	637	25	47		0	115	500	615
9	395	52	58		0	22 (Total 269)	354 (Total 1286)	376 (Total 1555)
8	299	39	68		0	2	271	273
7	337	46	60				314	314
Total	2,583	204	273	360	0	271	1,871	2,142

Calculation:	Grades 7 - 12	Grades 9 - 12
End of year membership:	1871	1286
Number of Dropouts:	271	269
Number of Graduates:	358	358
	2500	1913

$$\text{Annual Dropout Rate} = \frac{\text{Number of dropouts}}{\text{Arithmetic Accountability}} = \frac{271}{2500} = 10.8\% \qquad \frac{269}{1913} = 14.1\%$$

Table 5

Project VI-A

ATTENDANCE LEVEL PERCENTAGE

Target Area Schools

PADUCAH

SCHOOLS	1969-70 ATTENDANCE LEVEL %	1970-71 ATTENDANCE LEVEL %	SCHOOLS	1969-70 ATTENDANCE LEVEL %	1970-71 ATTENDANCE LEVEL %
Cooper	93.9	94.7	Tingley	89.6	90.1
Jetton	93.9	94.3	Manly	86.4	85.5
Tilghman	94.2	93.3	Male	83.9	81.6

TABLE 6

Project VIII
NUMBER OF SUSPENSIONS

P A D U C A H

Schools	1969-70 Suspensions	1970-71 Suspensions
Cooper	0	1
Jetton	22	18
Tilghman	57	128*

L O U I S V I L L E

Schools	1969-70 Suspensions	1970-71 Suspensions
Tingley	0	0
Manly	239	203
Male	29	27

Suspension is a temporary dismissal of a pupil from school by duly authorized school personnel in accordance with established regulations for such infractions as cutting class, fighting with peers, disrespectful behavior to teacher, truancy, stealing, pregnancy, juvenile offenses outside of school, drinking alcoholic beverages, taking drugs, selling drugs, severe emotional disturbance, destruction of school property and abusive language.

A suspended student is asked to return with his parents or guardian. The suspension can be for as little as a half-hour to a designated number of days for particular infractions. Suspensions are individualized.

*The increase in number is due to more accurate record keeping than an actual increase in suspensions.

TABLE 7

NON-DIRECTIVE TEACHING STYLES
(Flander's Interaction Analysis)

Component I - Process Objective I

PROJECT AREA	N teachers	Mean Average I/D Ratio	% N $\geq$ .6
Louisville	6	.640	83%
Paducah	8	.792	100%

TABLE 8

STUDENT IMPROVEMENT

Component I - Product Objective I

(t-test for significance of difference for pre/post values)

EVALUATION TOOL	TARGET AREA	N Improve	%N Total Students	T-Test VALUE	SIGNIFICANCE
HISM	Louisville	49	39%	6.0000	.001
	Paducah	82	58%	13.3333	.001
House-Tree-Person	Louisville	24	29%	8.3333	.001
	Paducah	49	52%	13.0435	.001
Behavioral Checklist	Louisville	39	57%	9.4000	.001
	Paducah	27	69%	6.7760	.001

TABLE 9

STUDENTS SHOWING GAIN

Component I - Product Objective II

PROJECT AREA	EVALUATION TOOL	N STUDENTS GPL 1.0	%N TOTAL STUDENTS	COMPOSITE MEAN AVERAGE GAIN
Louisville	CTBS	44		
	Gates MacGinitie	4		
			35%	1.9
Paducah	CTBS	53		
	Gates MacGinitie	16		
			32%	1.7

TABLE 10

Project VIII
Comprehensive Test of Basic Skills
(t-test)
Experimental Group

Paducah

			READING				ARITHMETIC			
Grade	Number	Teacher	Total Standard Score		t	Significance	Total Standard Score		t	Significance
4	8	Stiller,T.	Pre Post	294 347	3.6960	> .01< .001	Pre Post	311 341	3.5794	>.01<.001
5	9	Wicker,E.	Pre Post	359 410	5.0454	> .001	Pre Post	321 392	5.9764	> .001
6	9	Cromwell	Pre Post	393 430	5.0143	>.01<.001	Post Post	361 415	8.5551	> .001
7	11	Wright,J.	Pre Post	374 364	-.5000	< .05	Pre Post	390 382	-.6667	< .05
8	18	West, J. Moore, J.	Pre Post	405 428	1.2655	< .05	Pre Post	385 381	-.2907	< .05
9	24	Hargrove Banks, J.	Pre Post	467 452	-1.8083	< .05	Pre Post	448 436	-1.1568	< .05

TABLE 11

Project VIII
Comprehensive Test of Basic Skills
(t test)
Experimental Group

Louisville

			READING					ARITHMETIC			
Grade	Number	Teacher	Total Standard Score		t	Significance		Total Standard Score		t	Significance
5	17	Hopkins	Pre Post	343 392	3.5714	> .01< .001		Pre Post	335 390	3.8462	> .01< .001
6	16	Farmer	Pre Post	374 416	2.8571	> .02< .01		Pre Post	375 410	3.4615	> .01< .001
7	9	Walker	Pre Post	343 364	.7895	< .05		Pre Post	351 382	2.8571	> .05< .02
8	11	Matthews	Pre Post	392 423	2.3529	> .05< .02		Pre Post	382 390	.7143	< .05
9	8	Stringer	Pre Post	358 437	.9875	< .05		Pre Post	368 407	1.1471	< .05

TABLE 12

SELF-CONCEPT IMPROVEMENT

Component I - Product Objective I

TARGET AREA	GRADE LEVEL	NUMBER IMPROVED	PERCENT OF TOTAL STUDENTS	% GAIN
Louisville	5	3	25%	5%
	6	4	33%	4%
	7	3	43%	11%
	8	3	50%	10%
	9	5	83%	10%
Paducah	4	2	33%	5%
	5	6	100%	14%
	6	6	50%	15%
	7	5	71%	10%
	8	6	75%	10%
	9	6	75%	10%

TABLE 13

I.Q. Values for Students Selected for Program Management Process

TARGET AREA	N	MDN. I.Q.	RANGE	BRAIN DAMAGE
Paducah	117	88	57	0
Louisville	94	84	67	0

TABLE 14

Project VIII

INTERACTION ANALYSIS

Flanders-Amidon Model

INTENSIVE UNIT TEACHERS

(November, 1970)

TEACHER	GRADE	SCHOOL	TEACHER TALK	STUDENT TALK	INDIRECT/DIRECT RATIO
Stiller	4	Cooper	.636	.345	.817
Wicker	5	Cooper	.445	.473	.908
Hopkins	5	Tingley	.459	.369	.456
Cromwell	6	Cooper	.412	.447	.804
Farmer	6	Tingley	.403	.380	.769
Wright	7	Cooper	.513	.330	.546
Walker	7	Manly	.602	.314	.454
Moore	8	Jetton	.270	.209	.774
Stringer	8	Manly	.660	.320	.546
West	8	Jetton	.241	.704	.645
Banks	9	Jetton	.347	.487	.710
Hargrove (Brown)	9	Jetton	.306	.427	.525
Matthews	9	Manly	.779	.209	.208
Chaffee	10	Male	.438	.386	.461
Ruoff	10	Tilghman	.275	.667	.691
Cope	10	Tilghman	.618	.336	.888
Wright	10	Tilghman	.684	.236	.725

N = 17 $\bar{x}$ = .6428

TABLE 15

Project VIII

INTERACTION ANALYSIS

Flanders - Amidon Model

INTENSIVE UNIT TEACHERS

(January, 1971)

TEACHER	GRADE	SCHOOL	TEACHER TALK	STUDENT TALK	INDIRECT/DIRECT RATIO
Stiller	4	Cooper	.615	.357	.912
Wicker	5	Cooper	.532	.353	.928
Hopkins	5	Tingley	.531	.364	.785
Cromwell	6	Cooper	.478	.494	.977
Farmer	6	Tingley	.569	.375	.772
Wright	7	Jetton	.637	.309	.871
Walker	7	Manly	.515	.352	.538
Moore	8	Jetton	.402	.466	.710
Stringer	8	Manly	.653	.320	.664
West	8	Jetton	.528	.431	.851
Banks	9	Jetton	.243	.466	.600
Hargrove	9	Jetton	.306	.427	.525
Matthews	9	Manly	.501	.390	.801
Chaffee	10	Male	.607	.347	.591

N = 14 $\bar{x}$ = .7475

TABLE 16

Project VIII

INTERACTION ANALYSIS

Flanders-Amidon Model

INTENSIVE UNIT TEACHERS

(March, 1971)

TEACHER	GRADE	SCHOOL	TEACHER TALK	STUDENT TALK	INDIRECT/DIRECT RATIO
Stiller	4	Cooper	.461	.486	.969
Wicker	5	Cooper	.618	.339	.658
Hopkins	5	Tingley	.444	.498	.805
Cromwell	6	Cooper	.543	.363	.804
Farmer	6	Tingley	.604	.340	.568
Wright	7	Jetton	.410	.566	.617
Walker	7	Manly	.359	.566	.612
Moore	8	Jetton	.261	.675	.716
Stringer	8	Manly	.277	.603	.901
West	8	Jetton	.858	.416	.888
Banks	9	Jetton	.189	.643	.818
Hargrove	9	Jetton	.331	.484	.688
Matthews	9	Manly	.605	.371	.348
Chaffee	10	Male	.318	.657	.563

N = 14 $\bar{x}$ = .7111

TABLE 17

Project VIII

INTERACTION ANALYSIS

Flanders-Amidon Model

INTENSIVE UNIT TEACHERS

(May, 1971)

TEACHER	GRADE	SCHOOL	TEACHER TALK	STUDENT TALK	INDIRECT/DIRECT RATIO
Stiller	4	Cooper	.407	.564	.938
Wicker	5	Cooper	.380	.568	.791
Hopkins	5	Tingley	.422	.312	.521
Cromwell	6	Cooper	.463	.486	.702
Farmer	6	Tingley	.355	.584	.876
Doom	Jr. High	Jetton	.684	.237	.923
Wright	7	Jetton	.622	.340	.631
Walker	7	Manly	.555	.414	.890
Moore	8	Jetton	.284	.489	.564
West	8	Jetton	----	---	---
Stringer	8	Manly	.435	.464	.780
Banks	9	Jetton	.398	.378	.631
Matthews	9	Manly	.478	.516	.500
Chaffee	10	Male	.416	.553	.937

N = 13 x = .7449

Table 18

Project VIII

STYLE OF TEACHING INVENTORY

William Roggee

	STIMULATION			FLEXIBLE			ENCOURAGEMENT			OVERALL		
Teacher Number	Pre-Mean	Post-Mean	Discrepancy	Pre-Mean	Post-Mean	Discrepancy	Pre-Mean	Post-Mean	Discrepancy	Pre-Mean	Post-Mean	Discrepancy
0080144	2.49	2.37	-.12	2.05	2.05	——	1.61	1.73	+.12	2.05	2.05	——
0080292	2.45	2.37	-.08	2.08	2.21	+.13	1.81	1.91	+.10	2.11	2.16	+.05
0080691	2.75	2.58	-.17	2.33	2.37	+.04	2.10	2.12	+.02	2.39	2.36	-.03
0080764	2.64	2.64	——	2.24	2.38	+.14	1.72	1.97	+.25	2.20	2.33	+.13
0380148	2.43	2.28	-.15	2.29	1.97	-.32	2.10	1.86	-.24	2.27	2.03	-.24
0380253	2.31	2.15	-.16	2.14	2.10	-.04	2.05	2.00	-.05	2.17	2.08	-.09
0380296	2.27	2.37	+.10	2.09	2.29	+.20	1.93	2.00	+.07	2.19	2.22	+.12
0580023	2.61	2.66	+.05	2.26	2.38	+.12	2.09	2.10	+.01	2.32	2.38	+.06
0580058	2.46	2.55	+.09	2.03	2.15	+.12	1.76	1.88	+.12	2.08	2.19	+.11
0680028	2.46	2.58	+.12	2.21	2.39	+.18	1.97	2.16	+.19	2.21	2.38	+.17
0680220	2.50	2.46	-.04	2.32	2.29	-.03	2.15	2.20	+.05	2.32	2.32	——
0680273	2.28	2.50	+.22	2.24	2.47	+.23	2.12	2.29	+.17	2.21	2.42	+.21
0680354	2.36	2.65	+.29	2.29	2.72	+.43	2.06	2.65	+.59	2.24	2.67	+.43
1080091	2.40	2.24	-.16	2.26	2.52	+.26	2.18	2.22	+.04	2.28	2.33	+.05
1080148	2.20	2.35	+.15	2.19	2.40	+.21	2.01	2.29	+.28	2.13	2.35	+.22
1080172	2.27	2.31	+.04	2.24	2.30	+.06	1.92	2.10	+.18	2.14	2.37	+.23

TABLE 19
Project VIII
Flander's Interaction Analysis Data
on the Teacher In-service
Training Program
1970-71

Teachers	I.D. Ratio at end of training
Mary Ella Bagwell	.645
Litha Bass	.793
Mary Bates	.928
Doris Benberry	.824
Aline Bowland	.833
Inez Brewer	.819
Mamie Brown	.835
Mary Brown	.525 (changed jobs)
Elizabeth Bunchman	.830
Cereta Burch	.839
Mildred Carr	.909
Carolee Clark	.811
Mildred Clayton	.917
Faye Clemons	.816 (dropped out - ill)
Sharon Cunningham	.784
Julia Cotton	.662
Bill Doom	.535
Jessie Dortch	.862
Judy Espinoza	(only attended one meeting)
Fred Feiler	———
Monica Feiler	.865
Vanna Ferguson	.776
Anita Glore	.769
Corine Glore	.808 (moved in December)
Evelyn Hall	.902
Judy Hipkiss	.842
Louise Grassham	.888
Patricia Jackson	.792
Luda Johnson	.634
Ruth Johnson	.509
Ray Moore	.637
Hattie Stewart	.950
Thelma Stiller	.817
Dorothy Vinson	.541
Elizabeth Wicker	.908
Barbara Winslow	.686

TABLE 20

PROJECT VIII - COMPONENT III

Home-School-Community Coordination
1970-71

	Paducah	Louisville	Total
Home visits with parents	721	608	1329
School visits with parents	287	122	409
Conferences w/child	1001	550	1551
Conferences w/teacher	695	285	980
Other Conferences (Principals, director, phone, etc.)	921	1039	1960
Parents Attendance of School Activities (planned for parents)	223	213	436
Advisory Council Meetings (attendance)	138	156	294
TOTAL	3986	2973	6959

APPENDICES

A P P E N D I X A

Name _____ Sex _____ Race _____

Grade _____ Age _____

HOW I SEE MYSELF

This form is concerned with the way you see yourself. Please respond in the way you feel most of the time, not how you think you should feel.

Notice how the statements are arranged. On the left side is a statement, on the right a counter statement. The numbers in between have the following significance.

1. indicates that the left statement closely describes you.

2. indicates that the left statement somewhat describes you.

4. indicates that the right statement somewhat describes you.

5. indicates that the right statement closely describes you.

3. is neutral, indicating that the left statement describes you equally as well as the right.

Circle the appropriate number.

____ 1.	Nothing gets me too mad	1 2 3 4 5	I get mad easily and explode
____ 2.	I don't stay with things and finish	1 2 3 4 5	I stay with something till I finish
____3.	I'm very good at drawing	1 2 3 4 5	I'm not much good in drawing
____ 4.	I don't like to work on committees, projects	1 2 3 4 5	I like to work with others
____ 5.	I wish I were smaller (taller)	1 2 3 4 5	I'm just the right height
____ 6.	I worry a lot	1 2 3 4 5	I don't worry much
____ 7.	I wish I could do something with my hair	1 2 3 4 5	My hair is nice looking
____ 8.	Teachers like me	1 2 3 4 5	Teachers don't like me
____ 9.	I've lots of energy	1 2 3 4 5	I haven't much energy
____10.	I don't play games very well	1 2 3 4 5	I play games very well
____11.	I'm just the right weight	1 2 3 4 5	I wish I were heavier, lighter

Appendix A
Page 2
HOW I SEE MYSELF

____12.	The girls don't like me, leave me out	1 2 3 4 5 ch	The girls like me a lot, choose me
____13.	I'm very good at speaking before a group	1 2 3 4 5	I'm not much good at speaking before a group
____14.	My face is pretty (good looking)	1 2 3 4 5	I wish I were prettier (good looking)
____15.	I'm very good in music	1 2 3 4 5	I'm not much good in music
____16.	I get along well with teachers	1 2 3 4 5	I don't get along with teachers
____17.	I don't like teachers	1 2 3 4 5	I like teachers very much
____18.	I don't feel at ease, comfortable inside	1 2 3 4 5	I feel very at ease, comfortable inside
____19.	I don't like to try new things	1 2 3 4 5	I like to try new things
____20.	I have trouble controlling my feelings	1 2 3 4 5	I can handle feelings
____21.	I do well in school work	1 2 3 4 5	I don't do well in school
____22.	I want the boys to like me	1 2 3 4 5	I don't want the boys to like me
____23.	I don't like the way I look	1 2 3 4 5	I like the way I look
____24.	I don't want the girls to like me	1 2 3 4 5	I want the girls to like me
____25.	I'm very healthy	1 2 3 4 5	I get sick a lot
____26.	I don't dance well	1 2 3 4 5	I'm a very good dancer
____27.	I write well	1 2 3 4 5	I don't write well
____28.	I like to work alone	1 2 3 4 5	I don't like to work alone
____29.	I use my time well	1 2 3 4 5	I don't know how to plan my time
____30.	I'm not much good at making things with my hands	1 2 3 4 5	I'm very good at making things with my hands
____31.	I wish I could do something about my skin	1 2 3 4 5	My skin in nice-looking

HOW I SEE MYSELF

____32.	School isn't interesting	1 2 3 4 5	School is very interesting
____33.	I don't do arithmetic (math) well	1 2 3 4 5	I'm real good in (math) arithmetic
____34.	I'm not as smart as the others	1 2 3 4 5	I'm smarter than many of the others
____35.	The boys like me a lot, choose me	1 2 3 4 5	The boys don't like me, leave me out
____36.	My clothes are not as nice as I'd like	1 2 3 4 5	My clothes are nice
____37.	I like school	1 2 3 4 5	I don't like school
____38.	I wish I were built like someone else	1 2 3 4 5	I'm happy with the way I am
____39.	I don't read well	1 2 3 4 5	I read very well
____40.	I don't learn new things easily	1 2 3 4 5	I learn new things easily
____41.	Science is easy for me	1 2 3 4 5	Science is difficult for me
____42.	I present a good appearance	1 2 3 4 5	I present a poor appearance
____43.	I do not have much confidence in myself	1 2 3 4 5	I am full of confidence in myself

A P P E N D I X B

- Self-Image Scale for House-Tree-Person Drawing Test

General Characteristics of Drawings

____ 1. Unusually variable pressure
____ 2. Unusually light pressure
____ 3. Sketchy stroke
____ 4. Unusually small drawings
____ 5. Placement low on page
____ 6. Placement in lower left-hand corner
____ 7. Placement at edge or on bottom of page
____ 8. Excessive erasures

Person Drawings

____ 9. Unusually small head
____ 10. Overemphasis and strong reinforcement of facial features
____ 11. Unusually small or closed eyes
____ 12. Frail, flimsy, wasted or shrunken arms or legs
____ 13. Very short arms
____ 14. Vague or dim hands
____ 15. Unusually large hands
____ 16. Omission of hands
____ 17. Petal or grape-like fingers
____ 18. Unusually small feet
____ 19. Small trunk
____ 20. Tiny or massive shoulders
____ 21. Button emphasis
____ 22. Pocket emphasis
____ 23. Clothes too big for figure
____ 24. Marked disturbance of symmetry
____ 25. Midline emphasis

House Drawing

____ 26. Ground lines
____ 27. Very small house
____ 28. Peripheral lines faint
____ 29. Base of house on bottom edge of page

Tree Drawing

____ 30. Sapling tree
____ 31. Small tree
____ 32. Tree drawn in a depression
____ 33. One dimensional branches
____ 34. Shading-hatching crown
____ 35. Flattened crown
____ 36. Two dimensional and too large branches
____ 37. Faintly drawn trunk
____ 38. Tiny trunk
____ 39. Deep shading of trunk
____ 40. Paper based tree
____ 41. Poorly organized root structures
____ 42. Trunk narrower at base

A P P E N D I X C

BEHAVIORAL CHECKLIST

Inappropriate Behavior

1. MB	Motor Behaviors	Horseplay, hitting, pushing and fighting, destroying. Inattentive behavior; turning head or head and body to look at another person; showing objects to another child; attending to another child.
2. V	Talking, Blurting out, Commenting and Vocal Noise	Vulgar talking, name calling, carrying on conversation with other children which disrupts others. Blurting out. Vocal noises, singing, whistling, laughing, etc. Threatening, bragging, griping.
3. BI	Behavior Inappropriate	Does not follow instructions; withdraws; sleeps; head on desk; passive and not oriented to what is occurring in class. Cheating.

Appropriate Behavior

4. RB	Relevant Behavior	Oriented or attending to class activity; to be rated only if does not fit one of the below categories. (raises hand)
5. VR	Verbal Response	Asks and answers questions; behavior oriented toward positive learning.
6. NVR	Non-Verbal Response	Writing or reading under direction or self directed.

RATE ONLY BEHAVIORS SUSTAINED OVER A TWO SECOND DURATION

A P P E N D I X D

Lesson Plan Checklist

Teacher _____

Date _____

INSTRUCTIONAL PLAN

State objectives in behavioral terms.

I. Objective: _____

A. Procedure for meeting above objective: _____

B. Alternate plans for meeting Objective I: _____

C. Materials and equipment for Objective I: _____

D. Evaluation of Objective I: _____

II. Objective: _____

A. Procedure for meeting above objective: _____

B. Alternate plans for meeting Objective II: _____

C. Materials and equipment for Objective II: _____

D. Evaluation of Objective II: _____

III. Objective: _____

A. Procedure for meeting objective III: _____

B. Alternate plans for meeting Objective III: _____

C. Materials and equipment for Objective III: _____

D. Evaluation of Objective III: _____

IV. Objective: _____

A. Procedure for meeting above objective: _____

B. Alternate plans for meeting Objective IV: _____

C. Materials and equipment for Objective IV: _____

D. Evaluation of Objective IV: _____

V. Evaluation of previous week:

Objective I: _____

Objective II: _____

Objective III: _____

Objective IV: _____

Lesson Plan Checklist

TEACHER _____

DATE _____

	MISSING (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
I. Objectives focused on meeting project objectives:					
A. Students given reading and related activities appropriate for their reading level especially in English, Social Studies and science					
B. Students given mathematics activities according to their individual placement in math and science.					
II. Procedures and activities for meeting objectives.					
III. Alternate plan stated.					
IV. Materials and equipment to be used					
V. Evaluation Plan:					
A. Current week					
B. Previous week					

OVERALL _____

Criteria For Checking The Lesson Plan Checklist

	MISSING (1)	POOR (2)	FAIR (3)	G
I. Objectives	The teacher did not include the item in the LPC	The format for the statement of the objectives was not followed. The content of the objectives was too difficult for the students. The content of the objectives was not appropriate for the level of students in that class.	The format of the statement of the objectives was partially followed. The content of the objective was revelant to the potential dropout. The behavioral expectations were achievable by the student. The content was appropriate for the level of students in that class.	The compo a behavi included of the c tent of revelant achieve student
II. Procedures and activities for meeting objectives.	The teacher did not include the item in the LPC.	The procuedures and activities were monotonous or they were not well adapted for the physical learner.	The procedures and or activities were adapted to the physical learner. They were of a medium interest level.	The proce ties inv stimulat that usu dent par methods were emp that res interest dent wer
III. Alternate plan stated.	The teacher did not include the item in the LPC.	The alternate plan indicated little or no revelance to the objective.	The alternate plan indicated a direct relationship toward attaining the objective.	The alter pertinen and it p technique

Checklist

E (3) the the es llowed. of the reve- potential e behavioral were the stu- ontent was for the dents in	GOOD (4)	EXCELLENT (5)
	The components for stating a behavioral objective were included in the structure of the objective. The content of the objective was revelent and within the achievement level of the student.	All of the components for stating a behavioral objective were present in stating all of the objectives in the lesson plan. The content of the objectives provided methods of measurable behavior in reading, English, language arts, arts and crafts, self-concept, task completion identification with others, or problem solving.
es and or ere adapted cal learner. a medium el.	The procedures and activities involved the use of stimulating techniques that usually required student participation. Varied methods of presentation were employed. Techniques that resulted in a high interest level by the student were used.	Procedures and activities were appropriate for the level and individual placement of the students. They were diversified and intellectually and physically stimulating and revelant to the students in that classroom. Activities that resulted in a high intetest level by the students were used and activities which provided actived active student participation were used. Procedures were stated for reaching all the objectives in the lesson plan.
e plan in- rect re- oward e objective.	The alternate plan was pertinent to the objective and it provided arousing techniques.	The alternate plan allowed for the same attainment of the objective via an alternate route. It allowed the pursuance of the same objective by a deviation in the procedures and activities set up to attain the original objective.

	MISSING	POOR	FAIR	
IV. Materials and Equipment to be used.	The teacher did not included the item in the LPC	Materials and equipment other than a book were rarely used	Various types of materials and equipment were used.	A var and e They riser relat activ learn
A. Current week	The teacher did not include the item in the LPC	The evaluation plan for the current week did not relate closely to the learning activity.	The evaluation plan for the current week was directly related to the learning activity.	The e the c dire learn
B. Previous week	The teacher did not include the time in the LPC	The evaluation plan for the previous week was not stated in the percentage of students who accomplished the objective. Whether or not the objective was reached was indicated by yes or no.	The evaluation plan for the previous week was partially reported in the percentage of students who reached the objective.	The e for t indic tage who r tive.

	GOOD	EXCELLENT
terials used.	A variety of materials and equipment were used. They incorporated a multisensory approach. They related directly to the activity to enhance the learning situations.	A variety of materials and equipment were used. They incorporated a multisensory approach. They related directly to the activity to enhance the learning situation. They were listed for all of the objectives in the lesson plan.
the	The evaluation plan for the current week was directly related to the learning activity.	The evaluation plan for the current week included pre-tests, post-tests, curriculum embedded tests, teacher checklists, teacher observation, peer group observation, etc. or a variety of methods to appraise the performance in reaching or approachability of the objective.
for as in the nts jective.	The evaluation plan for the previous week indicated the percentage of students who reached the objective.	The evaluation plan for the previous week included the percentage of students who reached the objective. The evaluation stated that the objective was reached by the original method of the alternate plan. It included whether or not an objective was reached and an explanation if it was not reached.

A P P E N D I X E

Teacher Training Questionnaire

DATE _____ TRAINING SESSION _____ TOTAL SCORE _____

		HIGH		AVER.	LOW	
1.	How clear were you on the objectives of the sessions?	5	4	3	2	1
2.	From your standpoint were the objectives met?	5	4	3	2	1
3.	Did the objectives have meaning for you?	5	4	3	2	1
4.	Were you satisfied with the content and materials?	5	4	3	2	1
5.	To what extent do you believe that your own relationships have been affected in relating to others?	5	4	3	2	1
6.	How beneficial to you was the data from the Style of Teaching Test?	5	4	3	2	1
7.	How beneficial to you was the data from the student Self-Image test?	5	4	3	2	1
8.	Has your attendance contributed to any change in your teaching?	5	4	3	2	1

A P P E N D I X F

Final Evaluation
Human Potential Seminar
July 13, 14, 15, 1970

No. of Participants 41

1. The Human Potential Seminar has meaning for me.

1 ____ 2 ____ 3 1 4 6 5 29

2. In my opinion the Human Potential Seminar has meaning for my fellow participants.

1. ____ 2 ____ 3 ____ 4 7 5 29

3. I believe Human Potential could have meaning for students.

1 ____ 2 1 3 2 4 13 5 20

4. I feel that a marathon Human Potential experience could have value for total school staffs.

1 ____ 2 ____ 3 4 4 9 5 23

5. I feel that this experience could have value for groups of parents.

1 ____ 2 1 3 5 4 12 5 18

6. I can use one or more ideas of Human Potential experience in classroom (if teacher).

1 ____ 2 ____ 3 4 4 10 5 19 No response 3

7. I feel that leaders were effective with the group.

1 ____ 2 ____ 3 ____ 4 1 5 35

8. STRENGTHS OF THIS SESSION.

Well presented and planned.

Everyone participated fully in the group. This was a rewarding experience for me.

Very good feeling for each other growth in lot of ways.

Out leaders were great. I could have learned more after learning a lot.

The strength of this session is it brings out the real inner you. No matter how you try to keep from revealing too much about yourself. You eventually find yourself responding, and you are glad you did when you discover your assets.

Good cooperation of participants.

Well done.

Tremendous ego builders. Leaves one feeling good about himself.

The positive approach, interchange of ideas, upbuilding to each other.

Cooperation and openness of participants. Good leadership.

I think the leaders were very effective. I liked the way "the ball was kept rolling."

Every person gave freely to the group sessions.

Helped to build self confidence. Helped us to grow in sharing experiences. Leaders were very good.

Group worked well together. All participants enjoyed session.

This session has been most stimulating.

I am promising myself to be a better teacher this fall because of having attended this seminar. We had excellent trainers.

I have learned many things I can use in my classroom.

Reinforced potential I knew I had. Made me aware of Potential I did not feel I had.

I have a much better feeling about myself.

Cooperation of leaders. Earnest participation by members. Relaxed atmosphere.

Small groups (The people were quite warm). Interesting leaders. Recognition of personal concern.

Interest of trainers. Learning to emphazise positive rather than negative. It really encouraged me to try to do more with my students.

Relaxful way in which portions of the program were developed, the easy manner in which we were pointed back in the right direction and the closeness which seemed to exhist.

Open expression of feelings. Acceptance and honesty on part of all participants. Really concerned trainers, well prepared, sincere. Relaxed, pleasant atmosphere.

Allowed freedom of choice and participation only when ready.

Makes you aware of yourself.

Brings out strengths of each individual, and gives each person more confidence in himself. Helps each person to know himself better.

Good leaders. Trainers were prepared. Small group.

Compared my values with those of the group.

Good leadership. Getting to know others better and through their understanding and perceptiveness know self better. Sincerity of participants.

Honesty of participants, skill of leaders.

Freeness to speak frankly. Cooperation of group. It made me feel better.

We got to know several people very well and it helped me to understand others. I think it will help me in working with students.

This seminar did more than any that I have participated in.

Seeing curselves as others see us.

The fellowship from these sessions was great and the rapport between members likewise. The leadership was outstanding in being very capable and understanding.

9. WEAKNESSES OF THIS SESSION.

More time. Didn't last long enough.

None 5 No response 7

A little hot, too condensed. I think shorter sessions during more days would be effective, but this might mean absences which would be worse than condensing material into 3 days.

Would have liked to resolve some conflicts. Go through the process of solving.

Too much material covered in too few days.

Time, rushed.

Maybe more time for seminar.

Maybe longer.

Had to end!

Maybe I'm not experienced enough, but I found none and I came with a particularly negative attitude.

Not enough time.

There weren't many weaknesses. It was just too short.

Too little time. Not long enough.

I wish this session could have been longer.

Perhaps too pushed for time.

Group (not leaders) kept getting off subject.

Shortness of time.

We were very cooperative.

I wish we could have had more time.

Pressed for time. More men would have been interesting.

In the beginning I considered talking about myself to be a weakness because I don't like to reveal too much about my personal life. My attitude changed somewhat later on.

Not enough time.

Too short time.

Not time enough for some things perhaps too much time on others.

10. OTHER COMMENTS OR SUGGESTIONS

I have enjoyed this workshop it was very interesting. It enabled us to understand and know each other better.

Do this more often for more people.

This would be good for all school staffs, but most effective on a voluntary basis.

This was the best workshop I have ever attended.

Even if I did not feel that this had benefited me, it would have been worthwhile to see other people blossom visibly and unfold into truly great people. Only with more of the 'lay people' within the system could be encouraged to 'take part' get the truth. . . not only lay people but fellow teachers as well.

Offer a follow up of "refresher"

Everybody should be exposed.

The seminar has help me a great deal.

I enjoyed this so much. It has deep meaning to me.

I enjoyed it very much and think it helped me very much!

Reminded me of a quote: "Have you had a kindness shown--Pass it on."

We just needed more time.

I enjoyed it thoroughly.

Is this all of the seminar or is there another part of it?

Was personally uplifted and given new goals concerning my own personal development instead of expressing myself only through others.

This is second time for me to attend the Human Potential Seminar. I feel it has been much more meaningful this time.

Educational Objectives

July 16, 17, 1970

Survey Analysis
Evaluation Data

No. of Participants 34

1. WAS THE PROGRAM A SUCCESS OR FAILURE? Success 26 Failure ____ Neutral 7

GIVE YOUR REASONS WHY:

I enjoyed it, but not being a teacher some of it was very hard to understand right at the minute but after a while it begins to make sense.

Some of the information wasn't interesting and we have to digest so much in such a short period of time.

The program didn't hold the attention of the group as it should have. I would not classify this as a complete failure, or success.

I couldn't really say that the program was success. Neither can I say it was a failure. There was some things from it that could use in the classroom. But, there were lots of things that I didn't understand and hesitated to ask because it seemed that we were pushing for time.

I can only judge the success or failure of the program after I have used methods presented.

Many new ideas were learned but we went too fast to get the full significance of them.

Lasted too long. Lost the interest of many participants. Simple ideas were presented too many times.

I learned many terms and new ways of approaching my problems in forming my objectives.

Learning took place i.e., I can write my teaching aims in terms of verifiable student behavior.

This program was a success for me. I feel I can be more specific in planning.

It met many needs.

Yes, but it was too short for me to have time to really get the best out of it.

I am now able to write instructional objectives in behavioral terms.

Because the three trainers were thoroughly grounded and prepared to present the program.

It has made me more aware of stating my goals in terms that I can see the results.

I did learn something about how a child's behavior affects his classwork. And better methods of solving the problems.

It helped me to be able to write objectives better.

Learned to state objectives in terms of learner behavior.

I found something I plan to use in my classroom.

I had a chance to take part in a group discussion. I also learned from other experiences.

I was a part of the group. I was involved. I was able to participate. I made new acquaintances.

We learned a lot of things which will help us in our work next year. We were made to realize we can make a lot of adjustments in our methods and thinking.

It offered a usable area of study. I demanded concentration. There were some interesting persons involved.

The leaders seemed to have accomplished their objectives in that the group showed interest and took part in answering both orally and written exercises.

This was a learning situation in which we did not feel pressure but sensed the need for learning the material presented.

It introduced ideas for improving instruction.

Well planned.

I consider the program as a successful one. The group seemed to be a happy, relaxed working group, enjoying the learning experiences.

The workshop was helpful.

Because the material can be used in classroom preparations, it emphasized the needs of the children.

Moved too fast for consideration or thought on some items.

I feel it was a success because I feel I can now write lesson objectives.

Success because some learning procedures were clarified. New ones presented.

2. WHAT WERE THE PARTICULAR STRENGTHS OF THE PROGRAM IN TERMS OF:

a) INSTRUCTION?

Instruction was clear in most instances and films.

Self explanatory

Good leaders. Good examples. Art-illustrations very good.

Instructors willing and capable. Material well covered.

The leaders showed willingness to help, explain further that we clearly understood.

There was much evidence of many hours of planning and careful preparation for the program.

Relaxed atmosphere. Respect to opinion.

Very good. The filmstrips and records taught most effectively. The instructors were good.

The instructors were very efficient and understanding. They did not become impatient when we did not grasp some of the material but tried to explain further.

Everything seemed to be well planned, well presented. Something that can be used.

Instructors were not dogmatic or authoritative about anything.

Instructors knew how to do what they were trying to teach us learners.

Everyone participated. There were no right and wrong way. New insights.

Each had a chance to participate in the workshop.

The material was at our level--not boring--but, not impossible.

Leaders were good. Films were good.

Very clear and to the point.

The programmed instruction technique using the filmstrip was good. It gave the people who don't wish to respond openly a chance to respond and check himself immediately.

Excellent trainers. Plenty of audio-visual aids. Plenty of mimeographed material on the program.

Relaxed atmosphere. Pleasant leaders.

Group. Participation. Filmstrips. Personal help from leaders.

Showed importance of definite planning teaching and evaluating in order to measure the learning that took place (as changed behavior)

Being able to identify behavioral objectives.

Well planned class periods. Instructors knew their subject matter.

Qualified instructors.

Good, considering the time spent on each idea.

Available information in the form of efficient leaders, film strips, work sheets.

The instruction helped me to clarify, pick out, and arrange many of the skills I already knew and had used.

I don't think I will be able to recognize the strengths until I get into the classroom.

Lots of visual aids and activities were used which was more interesting than only lecture. Enthusiastic instructors.

Time

They were some very strong points for bettering ones approach to setting goals and classroom activity.

2. WHAT WERE THE PARTICULAR STRENGTHS OF THE PROGRAM IN TERMS OF:

b) PROVIDING YOU WITH USEFUL SKILLS

Yes, the morning session (Friday) was very informative.

When writing objectives, I will be much more aware of my terminology and preciseness.

I feel the same about the skills as the strengths.

Some new thoughts were presented.

Available information in the form of efficient leaders, film strips, worksheets.

Learned some words that suggest things to look for in your teaching and writing objectives.

Yes, and reasons for my using them this fall.

Useful comments, mimeograph papers, etc.

In being more direct.

Learning how to write objectives correctly.

Reinforcement.

I will read and study all the material handed out and endeavor to put it into practice.

I can better write my objectives now.

Too many.

Setting up objectives is a practical skill.

The material made me think about the skills I employ in the classroom. We received many useful comments and materials which made us stop and think about our weaknesses in our planning objectives, etc.

It is the most vital point of concern with me right now.

Yes. New light on stating objectives; knowledge of classifying types of learning.

Has definitely made me more conscious of my objectives and how to state them.

Clarification of terms.

Definite objectives are an essential part of good and successful teaching. Every boost to better objectives will be helpful.

The skills applied will provide a better learning program.

Good.

Emphasis on affective behavior.

Presented in a simple form easy to understand.

Some material presented on film could have been on sheets to keep and used for referral.

3. WHAT WERE THE PARTICULAR WEAKNESSES OF THE PROGRAM IN TERMS OF

a) INSTRUCTION

Slides moved too fast. I did not have time to think before checking.

Too fast.

Not enough time on some of the filmstrips. Need more good examples to study.

Not any.

The program was in my opinion a strong one from instructional point.

None

Too much in such a short time.

Too much sitting.

Time element.

Time element.

Not enough time.

I find it very hard to learn from a tape recorder and film strip projector.

There were so many filmstrips over an extended period that they did not hold my interest.

These sessions were too long without a break. 45 minutes to 60 minutes is long enough to sit still.

Some individuals may have had trouble reading the screen and the board due to the distance. Perhaps too much to be grasped in two days.

Too much sitting. Same type of instruction (tapes and filmstrips)

Time element

Too concentrated to comprehend fully

Too many filmstrips. Not enough contact with trainers.

A check back after breaks or stops to clinch what we had just gone over.

Periods of sitting too long for attention span.

The program could have easily been condensed into 1 day.

Time.

Some of the exercises were not fully explained before guidelines were asked.

3. WHAT WERE THE PARTICULAR WEAKNESSES OF THE PROGRAM IN TERMS OF:

b) INTERFERING WITH YOUR PRESENT SKILLS

No

It did not interfere with my present skills. It was very helpful.

None

I like this.

Some of the ideas were not realistic.

No - strengthening them.

Not any. 9

It was an enhancement to my present skills.

None -- the program cleared up some problems that I had not been able to solve.

The program has not interfered with my present skills.

The program will strengthen my present skills.

It does not interfere with present skills.

No answer 15

4. DO YOU FEEL CONFIDENT TO ATTEMPT TO USE THESE TECHNIQUES IN YOUR CLASSROOM AND/OR IN FACULTY MEETINGS? IF NOT, GIVE YOUR SPECIFIC REASONS WHY.

Yes these can be and will be used by me because some methods are ideal for making slow students feel they are part of a body.

Yes 21

I shall attempt to use these techniques.

Yes, I really will attempt to use them in classrooms but no other place.

Need further study and personal practice before I would feel confident.

Yes, I feel confident to use these techniques in classroom.

I feel confident and I plan definitely to use these techniques.

No - not all of them. We didn't coordinate the types well enough.

No. We need more time in workshop.

Reasonably so.

No.

No answer 2

5. WHAT IS THE FIRST STEP YOU PLAN TO TAKE TO IMPLEMENT WHAT YOU HAVE LEARNED IN EDUCATIONAL OBJECTIVES WHEN YOU GET IN THE CLASSROOM?

Remember learner and state terms in form of student behavior.

Use objectives to set up "lesson plans" for myself -- in class to pre-test.

To be sure that my objectives are clear, concise objectives which portray terminal behavior, describing conditions under which condition occurs with acceptable performance.

Review my plans and objectives and see what improvements (which are many) can be made that will best benefit my learners.

Try to help the student to better reach the objectives set for him.

I will attempt to be more specific in stating my objectives and thinking them through more thoroughly.

Help plan the lesson and follow a better outline and be more aware of helping the class.

Use the get-acquainted games.

Make the daily planning much more precise.

Put them to use.

I plan to pretest before each chapter in my social studies. I shall use the same test which I will use with my student upon completion of the chapter. I will evaluate my methods after comparing the results.

I plan to use these principles during the next few weeks in planning the year's work.

I hope to write objectives for many lessons. However, I'm wondering if our big problem in implementing these new skills will not be the time element. Especially on the elementary level, when will bhe classroom teacher have time to plan this specifically?

To think in a more objective way as to the content of text in relation to students to be taught. To compare objectives in text to what I feel is not related to pupil's needs.

Be sure that the children are the first concern. Teach them what they need to know instead of what I can teach the best.

To write my objectives for each unit in this form and then check to see if I have succeeded.

Try to write behavioral objectives for as many subjects as I can. I want to be more aware of the perceiving part that was discussed in planning objectives for my students.

To find an accurate vehicle of measurement, both pre and post testing. Otherwise it is impossible to know the changes that have taken place in the students.

The first step I plan to take is to be aware of not setting my objectives in such a manner that the children will not be able to succeed.

I'd like to use the "getting acquainted" exercise first.

Make an appropriate list of educational objectives and put them into practice.

Write some objectives for the class including a measurable terminal behavior.

Pre-test.

When given the opportunity I will help plan objectives for the class.

Find what the child knows in as far as possible and continue his growth rather than dishing out materials that may be too advanced or too slow for his pace.

No answer 8

Problem Solving
July 20, 21, 22 1970
Elementary Group

No. of Participants--31

1. Strengths

a. content

Helped learning individual problems.

Finally got around to real problems.

The problem solving workshop covered many of our concerns.

I feel that we have covered much during our three days but, due to the wide scope of the subject, I feel we have only scratched the surface.

Good, but needs more concrete focusing upon problems, situations, specifics.

b. process

Fine, except that large discussion groups seem to produce general, non-risking impressions. Participants probably would appreciate more evaluation of their opinions.

I felt that near the end of the workshop, we had really begun to communicate with each other.

As far as I can see the process was what it should have been.

c. leadership

This was well done and excellent.

One leader in particular did an outstanding job.

Leaders exhibited the fact that much time and effort had gone into the planning.

The leaders were very sensitive to the needs of the group and worked cooperatively toward these needs.

Excellent.

2. WEAKNESSES

a. content

I sensed a gap between the communication of elementary and secondary workers. We seemed to get down more to our immediate problems when we were divided.

Probably could have covered some more specific problems.

Seemed like the workshop was not as exciting as others, but maybe it wasn't supposed to be.

b. process

Knowing how to get things done after a thorough discussion.

No weaknesses.

c. leadership

I have no weaknesses to list here.

STRENGTHS

The leadership was superb! The content and process was both interesting and presented in a relaxed manner. Not being pressured by leaders made one feel more at ease doing the things that were to be done.

WEAKNESSES

The only weaknesses I observed was the length of workshop -- too short. I have learned more useable information in this program than all others I've taken.

STRENGTHS

I feel that the content of this workshop has been excellent. Although I had some knowledge of correct problem-solving techniques, I found these sessions brought to mind many things I had "stored away" and had not tried in my classroom. I thought the leadership was very good. I especially enjoyed Jean Moore because I felt she really believed in and practiced these problem-solving skills. I feel that the working with teachers of elementary teaching level was more meaningful than the random selection.

WEAKNESSES

The only weakness that I can pick out at the moment is that we spent too long on the first step of problem solving, and I felt that we were rushed to finish today.

3. USEABILITY

This has presented to us a more systematic method of problem solving which we as professional people desperately need.

This workshop will help me in my classroom. There are several things I am looking forward to trying this year.

I can't see in my experiences a wholesale application of process or ideas. Fragments of each part were meaningful, however, and should be useful in the future.

Many of these ideas can and will be used this year in classroom situations. Soom will not apply to my needs.

Yes, can use the group ideas, the contract idea and be a better listener.

I hope I shall use these techniques as situations arise. I shall certainly try having a day-dreaming child write his thoughts.

4. YOUR ATTITUDE AND PARTICIPATION AS A GROUP MEMBER

Each person was given time and his ideas discussed.

I enjoyed participation in the group. It is rewarding to discuss problems and to be heard by those with like problems and situations.

My attitude changed during the process. I sense desired or "pat" answers and responses at times. I get impatient or intolerant at times, caused by some of the comments made by participants. I doubt that true and sincere impressions are consistently presented. I feel that in spite of these inevitable handicaps, that I can get as much from it as I want. Overall, I think professional growth is being cultivated.

Wednesday was a good day. One reason was because of the smaller group. I enjoyed working with the children.

I have enjoyed being a member of this workshop. Although I have not participated very actively, I felt free to do so if I desired. I profitted from the contributions of those who have had more experience than myself.

I felt that whatever contribution I made was a welcome one.

I enjoyed participating as a group member. I always learn when around other teachers.

5. YOUR OPINION OF ATTITUDE AND PARTICIPATION OF OTHER GROUP MEMBERS.

Some were more talkative but had good ideas and problems that all of us could discuss.

Other group members as a whole seemed to enjoy the discussions. Those who took an active part seemed genuinely concerned; those who did not care to be a participant were not pressured to do so.

I think most members took a part. I think at the first of the workshop some attitudes were different, or they weren't feeling the worth of the workshop.

I feel that more members would have participated if the workshop had continued for a longer period.

The attitude of the other group members appeared to be the same as mine. Some people whom I had never heard talk in groups before were speaking out quite often.

I enjoyed the comments and ideas of the other group members. I feel many of their problems are shared by many of us.

6. IF YOU HAD BEEN GIVEN THE OBJECTIVES BEFORE THE WORKSHOP, WOULD IT HAVE BEEN HELPFUL?

Yes and no, because we probably would not have taken the time to seek out material.

If I had know the objectives before the workshop perhaps it would have been helpful but I doubt if I would have studied them if they had been given to me — giving them to me probably would have been a waste of time and effort for those getting them out to me.

Yes, I would like to have known the objectives before the beginning of the workshop. I feel that this may be true of any workshop.

I believe having been given the objectives would have been helpful. Knowing what or where I'm going is always helpful.

I think so, but I would need to think about it more deeply than I am able to do at the present time.

EVALUATIONS

I found this workshop stimulated my thinking in many aspects. I encountered the feelings of disgust, lack of communication and non-listening techniques being practiced by my fellow workers. The content of this packet was in some ways too complex for it's own good. I felt, more unique problems that we all deal with daily could have been used instead of problems presented to us on paper. It seems to me that we are to learn the art of communication and listening. How can this be achieved when all practical aspects of people are taken out and unreal stiuations are invented? How can we deal with problem solving when we are not willing to give of ourself? How can we as teachers be a listener when we do not deal with a particular problem at hand? I felt, that in this workshop we, the participants, were as ants running from one piece of sweets to another. I do not feel we could condition ourselves to the problem at hand. This workshop has given me techniques that I can and will use in my classroom. I feel it's given me many useable ideas. As a group member I participated, and felt many feelings of both good and bad. I felt as participating I learned many things to consider in working with my children. I feel that I learned one valuable lesson, and that being, when someone presents a problem, listen, don't cut them off to find another problem more exciting. I learned many, many things.

The workshop was very helpful to me. We had three very good leaders. The job was well done. I didn't see any weaknesses in the workshop. It could have been much better if we would have had more time. It was wonderful working in a group, we all had a chance to share our problems.

The content of this workshop will be very helpful to me in the classroom. The leaders did a very good job in presenting the material and guiding the discussions. They seemed very concern about each participant as an individual and didn't leave you hanging with unanswered questions. I have enjoyed this workshop more than I can explain. My feelings are so deep seated until I'll just say, it was beautiful! My participation was limited the first day, but the leadership was so good until I just opened up and really started talking. I don't have anything to say about the weaknesses other than sometimes I thought we were getting out in left field. Maybe this is when the objectives would have been helpful. But I can rightly say maybe this is the way things are supposed to go. I really believe having a Black Leader had quite a bit to do with my attitude.

This workshop has been very worthwhile to me. It has recalled to me things I've known but let slip away. At the same time sharpening my understanding of them. I believe that the techniques will be helpful to me in dealing with children. Some I've used before and some will be used for the first time. Most everything I run across I can relate to my own situation with some modification and such is true in this case. I've enjoyed the rapport of the elementary groups today, although I found the logical thinking of some of the men in the large group stimulating. I'm especially impressed with the beautiful leadership of Jean and with her qualities of gentleness, compassion, and forbearance. I wish I had been as wise a parent with my own children as they were growing up, as I believe she is. I do believe that having the objectives before us at all times would have enhanced the value of this course.

I have enjoyed this workshop very much. The leadership was very good. In as much as I didn't know what the workshop was supposed to have contained or consisted of in the beginning there is nothing to say about the content and process. I don't see how I will be able to solve that many of any problems resulting from this shop because of the structure of the school system (lack of time). Today I have enjoyed the smaller group much better than being in the large one. I might not have participated in oral discussion that much but I have been a good listener.

I have enjoyed the opinion and participation of other group members but I was unable to see where sharing their experiences were of any help to me at the present. Although it might be later. I definitely feel that the objectives would have been greater help if we would have received them in the beginning of the workshop.

The workshop has been very, very helpful. It provided an opportunity to express ideas, attitudes, problems and to find feasible solutions. I felt free to participate. The leaders were great. The attitude and participation of the members of the group was good. There was a feeling of warmth and mutual understanding.

The leadership has been good. The contents have been informative. I liked to hear from the group in the discussions. A weak point I believe was not knowing the objectives or what we were expected to be able to respond to. The example that I'm thinking of is "I'm dumb" or "give me a problem." Had we been thinking a bit ahead of the question, I believe the response would have been quicker and with "problems," we kept listening for more information. We would like to use this freedom when we go into our classroom. Perhaps we will know how to in a more effective way since having worked together these days. Some of us have monopolized the talking periods and some have withheld. I haven't any suggestions about this because this is the way we are made I suppose. I've enjoyed this very much. I feel that we shall have a richer experience with our students as a result.

Problem Solving
July 20, 21, 22, 1970
Secondary Group

1. Strengths

a. Content

If content was used it could be very good for a teacher who had problems in classroom.

Good, to the point.

Process and leadership o.k.

. Good.

Some interesting thoughts.

No response 3

b. Process

Working with the small groups the last day was more meaningful than the two groups working together.

Good, not slow.

Good at times.

Organized well.

c. Leadership

Informed and at ease

The best.

Good, Understood.

Very good.

Good.

Very Good.

2. WEAKNESSES

a. content

Content was very weak.

Too much content.

Too vague. Very few concrete examples of problem solving.

b. process

Some exercises were juvenile and too many handouts where the value of the material was not explained or justified.

Not complete.

o.k.

Was not clearly stated in some situations.

Not sure what the point was in some of the exercises. In some cases, somewhat vague.

c. leadership

Good.

None.

Some seemed to stall and not be sure of what they wanted to do.

STRENGTHS

Analysis of problem solving has been made in a different viewpoint than I would have thought of before. I will use a different approach. Leadership was excellent. We felt at ease to relate experiences and express opinions.

STRENGTHS AND WEAKNESSES

The material of this workshop was interesting and helpful if it is used. The process was effective when we divided into small groups. The large group was not as effective due to the wide range of interests from elementary to secondary. There were times when I didn't understand what was expected of us. The leaders at times didn't show the interest that was necessary to really motivate. There were some parts of the program which were interesting like the discussion with the students. I am made more aware of some techniques to use in listening to people.

WEAKNESSES

The content is not what I expected. It was somewhat weak and proceeded slow. Leadership was good although I think we would have benefited more from closer discussions instead of the long boring discussions of problems such as chewing gum. As to strengths the leaders were very professional in their work.

I objected to generality and level of printed material of the second day.

Perhaps there was too much time spent on a few discussions that were too vague to have meaning.

3. Useability

Methods could be used in many classroom situations.

In some situations.

I will be conscious of saying the right thing to students when they have a problem.

Some of what I have learned can be very helpful.

Know myself more and may be able to help someone else with a problem.

It can be used in small groups as one to one.

Useful, it seems, only in certain situations. Some problems require an immediate response and subsequent action.

In everyday situations if one leaves the structured form the material should help in counseling. I need to work on some parts to make them natural though.

I can see areas where I will use this material.

I will try to use this means in dealing with children.

4. Your attitude and participation as a group member.

Participation was fairly good by most concerned when the discussion was on a problem of a larger latitude.

Although I didn't participate much orally, I did enjoy listening and contributing at times.

Today's group was much more sincere than the larger group.

My attitude was not very good because I felt there were some people in group who were taking the training who were not ever going to use it.

Good.

It is my opinion that some persons in the group were not the least bit interested in the workshop and were very distracting.

I did not enjoy being a member of this group because I did not feel that many of the members were sincere. I felt that some members were making statements to gain the attention and approval of the group.

I thought the participation was monopolized on the second by an individual. I felt the problem was not relevant to the group as a whole and a waste of time for many.

Everyone seemed to show a positive attitude.

I feel all the different attitudes expressed could be learned from one way or another. Participation should have been more.

5. If you had been given the objectives before the workshop, would it have been helpful?

Possibly some because I could have thought and gone over the material. I enjoyed the workshop and learned so much from it. I hope to put all that I have learned to good use.

I would like to have known reasons for certain activities before I did them. Some seemed silly and had I known the reason I could have proceeded better.

No. 3

Yes. 5

EVALUATIONS

This has been one of the most stimulating workshops I have ever attended. The leadership was tremendous. I feel in working with the children I can listen and be much more aware as a teacher and help them to be able to think through problems. Others in the group seemed very responsive. I do believe if we had been briefed on objectives and procedures beforehand it would have been better.

The content brought out some points that some (at least one) of the group had not really thought of. The student group was good. The questions were usually much too general. The leaders did good things and bad things. I participated too much. I tried not to pre-judge and have a positive attitude. My feelings are less positive at the end than at the beginning. Others participated, some more--some less. The other people (at least half) did not feel that the program was significantly beneficial. I feel that I would have benefitted more had I known the objectives and procedures beforehand.

This was an excellent way to get involved with the Paducah system. There were techniques, such as problem solving and making the students aware that you care, that can be used in the classroom. But much of the material was much too general. There were not enough concrete examples given.

I think what was covered was of some value but I doubt the ability to use very much of it in the classroom. The leadership was good but the main fault was the process I thought the subject was problem solving but I don't think we ever really did any of this. I think it could be of great value if the examples were better and more true to life. I can't say I didn't learn anything, I did, but the time could, in my opinion, have been put to better use. I don't think that prior knowledge would have been much of a help.

Evaluation of Interaction Analysis

July 23, 24

1. The workshop in Interaction Analysis has made me more aware of my teaching style.

   None _____ A Little __1__ Some __4__ Considerably __7__ Very Much __6__

2. I believe I will be more aware of student's feeling.

   None __1__ A Little __1__ Some __3__ Considerably __3__ Very Much __10__

3. I feel that I will accept and use student ideas to better advantage.

   None __1__ A Little _____ Some __3__ Considerably __7__ Very Much __8__

4. I feel that I will make praise and criticism more meaningful.

   None _____ A Little __1__ Some __2__ Considerably __10__ Very Much __6__

5. I will be more aware of the time spent in lecturing.

   None __1__ A Little _____ Some __2__ Considerably __6__ Very Much __9__

6. I will be more aware of the type of questions I use.

   None __1.__ A Little _____ Some __4__ Considerably __5__ Very Much __8__

7. I feel confident enough to use Interaction Analysis.

8. I would like help in using IA in my classroom.

   Yes _____ No _____

COMMENTS:

There are three other Jackson teachers in this workshop. I feel between us four we could find success in IA.

Video tapes (these should no be staged)
Perhaps shorter sessions.
Always voluntary.

We studied a teacher-pupil interaction within the classroom. We learned or were reminded to give the student more time, use less criticism and accept more of the students ideas. The matrix helps one to see what he is doing and how he needs to change. A successful teacher is usually a flexible one and uses many roles. The instructors did their job well.

This course has been very helpful. The growth the second day on the part of us participants has been noticeable. We feel much more at ease when we feel that our answers can be valid and understood. This helps us better understand the pupils in our care. I'm glad that we had this much time on this course. The "Typescript Analysis" helped us so much. Today we have a real good feeling about this last "Typescript Analysis" sheet. This summer is more profitable for me than the after school sessions we have had.

All teachers should be made aware of Flanders work.

Interpersonal Communication Skills Workshop

July 27-31, 1970

Evaluation Data

Participants were asked on Monday, July 27 to write down their hopes and expectations for the workshop. On Friday, July 31, this information was returned to them, and they were asked to respond to:

a) If their expectations were reached; how?

b) If their expectations were not reached; why?

Expectations

I hope to learn to communicate more fully with people, to listen to others more closely.

I hope to gain new ways of communicating with others, especially the pupils that I will be working with. Also learn of new tools that could be used to bring about better understanding of the teaching and learning processes.

Evaluation

I feel that I have learned how to communicate fully with other people. I hope that when necessary I will be able to apply this correctly in my work. I have learned so much from the people in my trio.

My expectations were quite high -
Most have been fulfilled,
I don't know why.
Perhaps because you leaders were nice-
Or the handouts were loaded with
good advice
I can't give much praise to the
movie machine -
For at times it acted very mean -
Do you get my message?
I hope you do -
Cause I'm trying to communicate
with you.

Expectations	Evaluation
To learn something which will enable me to send and receive more accurately.	My expectations were met fully. This has been a most valuable work-shop. Not only have we been given materials which help us identify problems, but we have received help in solving them coupled with sympathetic members to "practice" with. I've been impressed by the excellent organization, the way the leaders worked together, and the wealth of information provided in "take-home" form. I expect to use this experience as a teaching tool and the whole technique as a part of the curriculum in psychology.
I hope this seminar will be as informative and helpful in its purpose as the other seminars have been. My expectations are to be much improved in the skills of communication.	My expectations have been reached in the following ways: 1 Being able to identify and paraphrase, 2. My behavior in response to an individual's problem has been improved, and 3. To realize that feedback is important in communications.
I hope to have a better understanding of the children, by doing this I can communicate and try to be a better listener. I also hope to try to understand myself better.	My expectation have been met and then some. There are so many things I have learned about communications and how to use them more effectively. I will try to put more feeling into the way I communicate. Most important I believe I will be a better listener.
To learn more about communicating with each individual student through language skills in order that I might be able to do a more effective job in teaching and understand them (children) better individually.	My expectations were reached in taking this course. Because, I feel that I will not only be able to communicate with my students more effectively but with everyone else as well. I have also discovered my strengths and weaknesses in communicating and this will enable me to improve myself in communicating as a teacher and person.
I wish to learn some methods of Communication that will help me to better understand my students and their behaviors. I also hope to see "myself" and learn some ways of improving my approach in attempting to communicate with each individual.	My expectations in the workshop "Communications" have been reached due to the help of the instructors, the members of my group and my participation as a learner and a participant in the "Units of Communication." I have experienced some basic things about interpersonal communications that will be very helpful in communicating with the learners in my classes. I want to be able to show trust in the personal style of communicating. Therefore, these units or exercises have given me a chance to become more clear about my personal style of communicating with individuals.

Expectations	Evaluation
I, the learner, wish to be able to communicate with students and personnel in a better way from participating in this workshop as an outgrowth of activities conducted by the Northwest Regional Workshop.	Yes, I the learner will be able to communicate with 95% of my students and personnel this year after having attended this workshop. I am able to communicate between people and I am able to practice many of the skills of communication with my friends. I am now able to assess my personal style, focus attention about ways of checking on things I know and can do better. I am able to set my goals for the improvement of instruction. This workshop has been 99% informative and 1% tiresome. Good luck and best wishes, Mary Frank, Jean and Evelyn. Thanks for everything.
I would like to learn better how to communicate with people - better ways of teaching children. How to have better, more satisfying relationships with my family.	I feel that my expectations were reached for the most part. The workshop has served to make me more aware of good communication techniques and more aware of the need for good communication and how I can do my part to meet that need. The instruction was well planned and was given without pressure, which made an enjoyable five days.
I hope to learn better means of communication with my students and fellow workers. By this I mean more effective means. We need to develop those characteristics that will help us to bring out the greatest potential possible in those with whom we associate. I want to try to understand others more and to be more accepting of their differences.	I definitely feel that I have become more aware of communications skills. I now see this, more than ever before, as a continuous process which can always be improved. We have explored many facets of communication and been led to see how even the most insignificant of these can certainly hamper or facilitate communication. I feel that the knowledge gained from this workshop will not only help me to be a better teacher but will aid in my relationships with everyone.
A better understanding of communication, especially as applied to teacher-pupil relations.	Yes - I have a better understanding of communication. I didn't realize that certain skills were so involved. I will be more aware of these skills when communicating with others, especially my students. Certain units or exercises could have been understood better if the trio of workers had had a demonstration. Several times we would like to have had open discussion as to rights and wrongs.

Expectations	Evaluation
I feel that communication is the most important skill that one can learn or teach. By learning to communicate more clearly I shall become a better teacher. I am also interested in ways of communication other than speech and ways of reaching students.	I feel that I have gained much knowledge in communication skills which I can use both as a mother and a teacher. I plan to try to practice some of these skills with my family and then carry them on into the classroom.
Through this workshop, I hope to become more aware of the various ways and methods of communicating with my students and co-workers.	Yes, my expectations were reached. I have become more aware of the effective skills of communicating with others.
Through this workshop, I hope to improve communications with my students, to be able to help them without really telling them what to do.	To some degree I feel more confident in communicating with others. I realize I must work hard to overcome my weaknesses. I will now be aware of different approaches and techniques of better communication and understanding.
To get ideas that will help me in the classroom.	Yes, I think that I will be conscious of communicating with students. Seeing if I understand them and making sure they understand me. I think I will be able to help and understand students better this year.
As a result of this workshop, I expect to be able to understand, through verbal and non-verbal communication, myself and others. I expect to explore ways in which to inspire students to express themselves verbally.	I have been able to understand better verbal and non-verbal communication. Perception checking proved to be a very valuable tool as did learning to paraphrase. I have gained an insight into communication with others. The feedback I have received through group experiences has been very good. There were very many modes of communication skills used in the workshop. I benefitted from all of them. Thank you, Evelyn, Jean and Mary Cooper for a rewarding experience.
In working with students, I hope I will be better able to talk with them and become more skilled in understanding what they are saying to me. I hope to learn new skills that will enable me to open channels of communication with students so they can be turned on with enthusiasm and motivation to learn, and learn to avoid certain ways of "turning students off" or closing the channels of communication.	I feel that the communication skills we have worked on such as paraphrasing, giving and receiving feedback, learning to describe behavior objectively, expressing and accepting expressions of feeling will help me be a better communicator with students - if I continue to use these skills. Thank you for sharing these skills with us. We enjoyed the workshop and the opportunity for working together.

Expectations

To be able to understand children -- To be able to communicate with children and for children to communicate with me. To interpret the verbal as well and the non-verbal behavior.	My expected outcome from the workshop was very rewarding. I have a better understanding of the skills of interpersonal communication. I feel that from my experiences with the group I will be able to communicate more effectively and will be understood. I enjoyed the group. We solved our problems. We learned to paraphrase, express feeling, describe feeling, agree, disagree and to receive and accept feedback. Rewarding opportunities for learning, participation and friendship. Thanks, Evelyn, Jean, Mary F.
Be able to understand others and pupils understand you better in the classroom and around school in general.	My expectations were reached and not only for school but for life in general. I really enjoyed being here and I was in two very nice groups of three and six. I think the togetherness taught all of us something we can use the rest of our lives. We had good leaders also.
I hope to learn more different ways of being able to communicate with my pupils.	Yes, I feel that I am more aware of the many different ways I can communicate with my pupils. I also feel I will be better able to understand their responses. I think I can be a better listener.
The workshop in communication skills will make me more aware of my style of teaching. It will also help me get my points over to the students better.	The communication skill workshop has been very helpful to me. It will help me understand how to work with my students better. I will practice and use them in any situation I can. I understand that communication skills can be overdone and used when it's not necessary. I will try and use them at the correct time. We have had three very good leaders: Mrs. Moore, Mrs. Cooper and Mrs. Lyne. With the help of these three leaders, the workshop has been very helpful. I have also enjoyed working in groups. We were able to share our ideas.
I hope this workshop will enlighten me on new methods of communicating with students and other people, to be more aware of other people responses to what I say.	My expectations were reached, by explaining ways to notice if what I say is reaching the other person and to be aware of their reactions. And to know when the right time to give feedback when it concerns another person's feelings.

Expectations	Evaluation
I hope to get new ideas in communication which I can use in my classroom this fall. Communicating with the low achiever is most important in the learning situation in the public schools today. Ideas on motivating them are helpful.	My expectations were reached because many facets of communication were presented that I was not familiar with. I can communicate with my students more constructively. Paraphrasing and feedback will be most helpful. I can understand and communicate.
How to understand what communication is both verbal and non-verbal? How to be aware that others are trying to communicate with me?	Yes - hard work and determination on the part of this participant.
I hope to be able to communicate better to my students in the classroom. I hope to be able to develop better understanding between myself and students through better communication.	I think I will be able to understand my students in the classroom better because this workshop has made me more aware of some weaknesses. It has given me some ideas that I think will be useful in making some improvement in communicating.
I hope to learn how to communicate to others better. To learn the skills of communication.	I have learned the necessary parts of good communication. I haven't worked on them enough to know if my communication has actually improved. That will take practice.
Since having attended the workshops since July 16 and finding so much going for us I am curious as to what will be coming forth this week. I haven't formed any opinions but am thinking that there will be a better understanding in communications between teacher and students.	Too broad expectation; however, the information received this week will surely bear fruit in a better teacher-pupil relationship as a result of learning skills that will be used in communication.
I will hope to be better able to communicate with my school pupils in a better manner than I've ever been able to do before. I hope that my inner feelings toward my pupils will be better understood, rather than misunderstood (as a result of this workshop.)	Yes, I believe my expectations have been met in giving me materials and experiences so I can become a continuous learner in communication skills. I want to seek out and develop helping relationships with others on my own.
I hope to learn how to communicate better with junior high school students. I would need to learn how to adequately express my feelings to them, to be able to convey a genuine interest in them as people. Also, I need help in understanding their feelings and actions, to know what they are thinking and doing.	I feel that my expectations were reached by being given an opportunity to learn and then use various communication skills within our work groups. The fact that everyone shared and no one dominated the group was conducive to learning. The leaders were well trained and gracious in leading the group.

Expectations	Evaluation
I hope by the end of the week I will know how to communicate better with students. Learn ways and means of communication which I can apply to the students.	I do feel my expectations were reached to a certain extent. More time would have been profitable. One most valuable skill I received is the ability to give and receive feedback.
I hope that when I complete this workshop I shall have some useable ideas for better communication with my students and my peers.	Yes, I feel that I can use paraphrasing in my classroom to help solve pupil-pupil or pupil-teacher problems.
To get to know my co-workers better. To learn to accept people for what they believe. To be open-minded and enjoy what's put before me.	My expectations were reached in my trio. I feel we were so honest, open and broadminded. I feel that I learned so much how the other group members. I respect their opinion to the fullest. I find myself seeking for feedback both constructive and non-constructive. I have found myself wanting them to say things that will help me improve. I feel that I have learned much from this workshop. Much more than I ever had anticipated. I have enjoyed it to the fullest. Especially while in our trios.
I expect to understand myself better and be able to communicate with others on a fair and even scale.	Yes, I found out that I am too concerned about how the other person will react. If its bad I will clam up and refuse to communicate with them. I don't want to hurt people even though their actions hurt me and others.

A P P E N D I X G

Style of Teaching Inventory

DO NOT PUT YOUR NAME ON THIS

Name of teacher	School	Date

General Directions

We will ask you to describe your teacher, and then to describe yourself. There are several statements, followed by a number. This is what each number means:

1. The statement describes my teacher very well. The statement about how my teacher acts or feels is always true.

2. The statement describes my teacher most of the time but not all of the time.

3. The statement describes my teacher about half of the time.

4. The statement describes my teacher only occasionally. It is seldom true.

5. The statement does not describe my teacher. It is not true.

Read each of the statements below. Opposite the statement, circle the number that best describes your teacher. If you do not understand the directions, or some of the words in the statements, or the whole statement, please raise your hand and we will help you.

BE SURE TO MARK AN ANSWER FOR EVERY STATEMENT

My teacher:

1. . . . makes assignments that are clear and easy to understand 1 2 3 4 5

2. ...seems to "give up" on some students and lets them know that he or she does not believe they can improve 1 2 3 4 5

3. ..."picks on" or "rides" certain students 1 2 3 4 5

4. ...expects too much of us 1 2 3 4 5

5. ...wants every student to do nearly perfect work . . . 1 2 3 4 5

6. ...spends time helping each student with his or her own special problems. 1 2 3 4 5

7. ...gives a student a chance to change a wrong answer before asking someone else for the right answer 1 2 3 4 5

8. ...punishes the whole class for the things that only a few of the class members do 1 2 3 4 5

9. ... makes the class work exciting 1 2 3 4 5

10. ...tells students not to help each other in their assignments and homework 1 2 3 4 5

11. ...allows students to ask any kind of question in the class they wish 1 2 3 4 5

12. ...praises the students when they do a good job 1 2 3 4 5

13. ...has a sense of humor, is willing to laugh at things students think funny 1 2 3 4 5

14. ...is a happy teacher 1 2 3 4 5

15. ...likes to have students pay close attention to what he or she says or does 1 2 3 4 5

16. ...knows what students talk about when teachers are not around 1 2 3 4 5

17. ...makes clear what his or her beliefs are about matters such as segregation and political parties 1 2 3 4 5

18. ...wants students to know he or she is boss in the classroom 1 2 3 4 5

19. ...keeps changing the rules for punishment 1 2 3 4 5

20. ...expects much more homework than most teachers 1 2 3 4 5

21. ...gets the class to do what he or she wants 1 2 3 4 5

22. ...changes the plan for the day if the class really wants to 1 2 3 4 5

23. ...selects the same students to help and to run errands 1 2 3 4 5

24. ...treats a student who does not behave quietly and fairly 1 2 3 4 5

25. ...shames and embarrasses some students 1 2 3 4 5

26. ...likes students who have ideas which are different from his or her own ideas 1 2 3 4 5

27. ...asks the students' help and suggestions in overcoming trouble in the classroom 1 2 3 4 5

28. ...uses words which the students are able to understand 1 2 3 4 5

29. ...causes students to be afraid to ask questions and to answer questions 1 2 3 4 5

30. ...admits when he or she is wrong or does not know an answer 1 2 3 4 5

31. ...is friendly to each student 1 2 3 4 5

32. ...has certain mannerisms of teaching that bother and irritate me 1 2 3 4 5

33. ...talks more than most teachers 1 2 3 4 5

34. ...asks me to think for myself as compared to most teachers 1 2 3 4 5

35. ...lets students do the teaching or lead discussions once or more each day 1 2 3 4 5

36. ...clearly explains how the class grades are determined 1 2 3 4 5

37. ...has the class do individual or group projects 1 2 3 4 5

38. ...asks facts or memory questions on examinations 1 2 3 4 5

39. ...allows discussion among students once or more each day 1 2 3 4 5

40. ...gives everybody in the room the same assignment 1 2 3 4 5

41. ...makes up small groups in the class for special purposes once or more each day 1 2 3 4 5

42. ...allows us to say or write what we like about his or her teaching 1 2 3 4 5

43. ...ignores questions of students who raise their hands 1 2 3 4 5

44. ...cares more about what <u>some</u> students say . . . 1 2 3 4 5

45. ...does <u>not</u> care if a student is different from other pupils 1 2 3 4 5

46. ...is willing to talk with students during or after class about any problems which might be bothering them 1 2 3 4 5

47. ...knows what each student likes best 1 2 3 4 5

48. ...encourages students to be friendly and kind to one another 1 2 3 4 5

49. ...tries to find things that students are "good at" instead of things they are "poor at" 1 2 3 4 5

50. ...likes the students in this class very much 1 2 3 4 5

51. ...knows how to explain things so that the students are able to understand 1 2 3 4 5

52. ...lets us know soon after we are in the room exactly what we are to do 1 2 3 4 5